



# Lacon Childe Religious Studies Curriculum Documentation 2025-2026

*Please note: this is a working document.*

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**Intent:** The RE and worldviews curriculum is designed to offer an ambitious, coherent, progressive and balanced curriculum, with a strong emphasis on the development of knowledge, skills and cultural capital. It is designed to allow pupils to explore a diverse range of religions and to fit in with the requirements of Shropshire SACRE. The common concepts through the Religious Education curriculum are outlined in the concept mapping section of this document. The key skills for development are analysis, critical thinking, evaluation, interpretation, and recall. It aims to provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We want pupils to understand how Religion impacts individuals, and society. Looking a local, national and global contexts. In turn developing an understanding of how societies religious and secular landscape is changing. Pupils will be challenged to question and understand how Religion influences individuals in their spiritual, and day to day lives. Built into the curriculum are regular, and interleaved (where appropriate) review, revise, recap (RRR) tasks. These regular reviews are designed to make the curriculum accessible for all. They allow pupils with SEND to regularly review knowledge and feel more confident, and pupils who are HPA to stretch and challenge themselves. Through the RE curriculum, a focus on key literacy is imperative. At the start of every lesson, key terms are shared, this allows all pupils access to the terminology needed, and is revisited throughout. Key terms are highlighted with key enquiry questions throughout. This is to build confidence on our learners. The curriculum is planned to build upon knowledge and skills year by year, helping to create Philosophical, and theological thinkers who have a clear understanding of ways to evaluate and analyse religions and moral ideas. The curriculum aims to equip pupils to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. Key questions are used throughout KS3 and highlighted in the curriculum map, as are key concepts. The pillars of progression in RE are that of substantive knowledge, ways of knowing and personal knowledge (which will be referred to as worldviews in this curriculum in line with current research and interest.)

Term	1a	1b	2a	2b	3a	3b
Yr. 7	<p>Ultimate Questions.</p> <p>What does it mean for Christians to believe in God as Trinity? (God)</p> <p>Theism, Trinity, God, Abrahamic</p> <p>We begin to explore why people believe in God. This half term is used to establish understating carried from primary school. We examine the Christian belief in the trinity, and ideas of creation, here we begin to explore the big bang and how science and religion can co-exist. Pupils are encouraged to explain what they believe and compare to ideas that differ from their own We end examining how people experience God through religious experience answering prayer etc.</p> <p>We examine key terms to ensure pupils are using academic language.</p> <p>Students will have the opportunity to visit the local church and ask questions about Christian belief.</p> <p>We will use our skills of recall to be able to remember the new key terminology</p> <p>Assessment 1 – Ultimate questions</p>	<p>The Life of Jesus</p> <p>Why do Christians believe Jesus was God on earth? (incarnation)</p> <p>Incarnation, Abrahamic</p> <p>The students will examine the Birth Story of Jesus, recognising the importance of key symbols to Christians. We will explore Jesus as a role model, and some of his experiences. Pupils will critically examine some of Jesus’ miracles and the role of his disciples.</p> <p>We lay the foundation for the place of Jesus’ authority to Christians, which feeds through to GCSE and beyond.</p> <p>Assessment 2 – The life of Jesus</p>	<p>The Morality of Jesus</p> <p>What was so radical about Jesus? (Gospel)</p> <p>Gospel, influence</p> <p>We build upon the influence of religion on believers, here we explore some of the key parables of Jesus. For example, the Parable of the Good Samaritan.</p> <p>Students are guided to think carefully about how the parables will affect Christian believers in their day-to-day life.</p> <p>Assessment 4 – The morality of Jesus</p>	<p>Should religious believers be greener than everyone else?</p> <p>Stewardship, influence</p> <p>This topic examines issues in the environment, and how religion influences its believers to act. We explore key beliefs of Stewardship on Christianity, Khalifah in Islam and Ahimsa in Hinduism / Jainism.</p> <p>Pupils explore these new key terms and are encouraged to use them in a more extend piece of academic writing.</p> <p>Assessment 4 – The environment</p>	<p>Religion and Justice</p> <p>What do people do when life gets hard? (Wisdom)</p> <p>Wisdom, justice, morals, influence</p> <p>Students are guided to understand what ‘morals’ are in the last half term. We revisit this to think on what we should do if we see things are unjust. Here, we begin to look at people to understand how their Christian beliefs have encouraged them to fight for Justice. We explore the lives of Martin Luther King and Mother Teresa. This foundation doe fighting for justice for those in poverty, and against racism allows us to explore justice in other religions.</p> <p>Assessment 5 – Religion and justice.</p>	<p>Spiritual arts</p> <p>How can people express the spiritual through the arts?</p> <p>We will examine ways people express spirituality through art.</p> <p>This will allow them to continue to see religion coming to life.</p> <p>Spirituality, art, influence</p> <ul style="list-style-type: none"> <li>• All students will have the opportunity to create a piece of art (painting, drawing, sketching, etc)</li> <li>• Poetry</li> <li>• Photography</li> <li>• Dance</li> <li>• Music</li> <li>• Drama</li> <li>• Sculpture</li> </ul> <p>Entries will provide a good response to one of the 5 themes provided each year, and judges will be asking 'Is it original?' 'Is it well-crafted?' And (most importantly!) 'Is it excellent RE?'</p> <p>Assessment 6 – Spiritual arts</p>

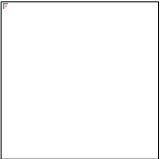
**Year 7 - The following links all offer a range of informative clips/ websites and provide useful and interesting information about the main concepts we study. They are also informative and offer a good starting point for discussion with your child.**

( As with all internet sites, please monitor your child's usage.)

<b>Term 1a</b> <b>What does it mean for Christians to believe in God as Trinity? (God)</b>	<b>Atheism - <a href="https://www.youtube.com/watch?v=wAekxgY9Wc4">https://www.youtube.com/watch?v=wAekxgY9Wc4</a></b>  <b>‘omni’ words used to describe Abrahamic God - <a href="https://www.youtube.com/watch?v=aSZiUDgKzAU&amp;list=PLcvEcrsF_9zKTvmTconl6YkUd3SVw0GDO&amp;index=14">https://www.youtube.com/watch?v=aSZiUDgKzAU&amp;list=PLcvEcrsF_9zKTvmTconl6YkUd3SVw0GDO&amp;index=14</a></b>
<b>Term 1b</b> <b>Why do Christians believe Jesus was God on earth? (incarnation)</b>	<b>Jesus - <a href="https://www.youtube.com/watch?v=vx9MS2WDXew&amp;t=12s">https://www.youtube.com/watch?v=vx9MS2WDXew&amp;t=12s</a></b>
<b>Term 2a</b> <b>What was so radical about Jesus? (Gospel)</b>	<b>Easter - <a href="https://www.youtube.com/watch?v=Wnbo2AmS3OI">https://www.youtube.com/watch?v=Wnbo2AmS3OI</a></b>
<b>Term 2b</b>  <b>Should religious believers be greener than everyone else?</b>	<b>Why we should care for the environment - <a href="https://www.youtube.com/watch?v=B-nEYsyRIYo">https://www.youtube.com/watch?v=B-nEYsyRIYo</a></b>
<b>Term 3a</b> <b>What do people do when life gets hard? (Wisdom)</b>	<b>Christianity and justice - <a href="https://www.youtube.com/watch?v=KSBhsEoKYvY">https://www.youtube.com/watch?v=KSBhsEoKYvY</a></b>
<b>Term 3b</b> <b>How can people express the spiritual through the arts?</b>	<b><a href="https://www.natre.org.uk/about-natre/projects/spirited-arts/">https://www.natre.org.uk/about-natre/projects/spirited-arts/</a></b>



	Term 1a	1b	2a	2b	3a	3b
Yr. 8	<p>Sikhi</p> <p>What is the Sikhi worldview?</p> <p>Sikhi, monotheism, dharma</p> <p>Pupils will begin to explore the history of the Sikh religion and begin to explore the Dharmic religions.</p> <p>We will explore key signs and symbols, and the place and importance of Guru Nanak to the Sikh faith.</p> <p>Assessment 1 -- Sikh</p>	<p>Sikh faith in action</p> <p>How are Sikh teachings about equality and service put into practice?</p> <p>Rites of passage, influence.</p> <p>We explore how Gurdwaras are central to the Sikh faith, and explore ideas around Selfless service.</p> <p>Where time, finances and planning allow students will have the opportunity to visit a Gurdwara.</p> <p>Assessment 2 – Sikh faith in action</p>	<p>Hindu worldview</p> <p>What is a Hindu Worldview?</p> <p>Inspire, influence</p> <p>We examine what it means to be a Hindu, and explore this oldest of religions.</p> <p>Assessment 3 – Hinduism</p>	<p>Is there a life after death?</p> <p>Why don't Hindus want to be reincarnated and what do they do about it? (Samsara, moksha, Brahman, atman, karma, dhamma, sangha)</p> <p>Heaven, hell, reincarnation, influence</p> <p>We look at the three Abrahamic religions and their teachings on life after death. Drawing similarities and differences together as we go. We then look at Hinduism to offer a contrast to the other religions studied, to build upon knowledge in term 2a.</p> <p>Students are asked to share their own ideas about personal beliefs, and it gives them an extremely valuable opportunity to hear what others think and ask questions. Every human being is affected by loss and bereavement at some point, this topic allows students to ask questions.</p> <p>Assessment 4 – life after death</p>	<p>Leaders</p> <p>Does the world need Prophets today?</p> <p>Prophethood, influence.</p> <p>This unit looks at the key events in the lives of Abraham and Moses and how these events developed and shaped the religion of Judaism.</p> <p>We work chronologically through key events in the life of the two founders, we explore the way Abrahams belief in one God was a challenge to thought at the time. Learning about God testing Abraham through the sacrifice of Isaac,</p> <p>We will then study the life of Moses – including the 10 plagues and exodus. We explore how Moses influences Jewish life today by studying the festival of Pesach as well as reflecting on the relevance of the 10 commandments in society today.</p> <p>Assessment 5 – Prophets</p>	<p>Prejudice and discrimination</p> <p>Should happiness be the purpose of life?</p> <p>Moral, discrimination, influence.</p> <p>We move to look at the moral and social problem of prejudice and discrimination.</p> <p>Students are becoming more acutely aware of the difference in acceptable conduct in the world around them. We bring to explore what and why people have prejudices and how people can be discriminated. All in the context of how religion influences peoples reaction to these ideas</p> <p>We start the unit by discussing key terms including stereotype, prejudice and discrimination, and thinking about why and how discrimination happens. We then continue by looking at specific areas of discrimination: Gender equality, anti-Semitism and Islamophobia. During the ` unit we relate to religious beliefs and teachings.</p> <p>Assessment 6 – Prejudice and discrimination</p>



**Year 8 - The following links all offer a range of informative clips and provide useful and interesting information about the main concepts we study. They are also informative and offer a good starting point for discussion with your child.**

(As with all internet sites, please monitor your child's usage.)

Term 1a	<a href="https://www.sikhcoalition.org/about-sikhs/">https://www.sikhcoalition.org/about-sikhs/</a>
Term 1b	<a href="https://www.sikhreligion.net/langar/">https://www.sikhreligion.net/langar/</a>
Term 2a	<a href="https://www.history.com/topics/religion/hinduism">https://www.history.com/topics/religion/hinduism</a>
Term 2b	A discussion of your beliefs about life after death is of use, and being able to explain where our beliefs come from, in Year 9 we will discuss members of the British population who are 'spiritual but not religious'
Term 3a	Introduction to Judaism - <a href="https://www.youtube.com/watch?v=2ljWLXwS4Lk">https://www.youtube.com/watch?v=2ljWLXwS4Lk</a>
Term 3b	An excellent programme to watch is Mission: Joy with Archbishop Desmond Tutu and the Dali Lama <a href="https://www.bbc.co.uk/programmes/m0014rhk">https://www.bbc.co.uk/programmes/m0014rhk</a>



	Term 1a		2a	2b	3a	3b
Yr. 9	<p><b>Religious landscape in Britain</b></p> <p><b>What difference does it make to be non-religious in Britain today?</b></p> <p><b>Census, Non-religious</b></p> <p>A - Students will examine the core beliefs of Humanism, as ‘none’s’ are the fastest growing group in Britain. (Analysis, evaluation will take place of the census data)</p> <p>B - Students will understand the elements of Tolerance and respect shown by non-religious believers, and secularism opinion of democracy in Britain.</p> <p><b>Empathy – understanding the importance of a secular Britain to non-religious believers, while respecting other beliefs)</b></p> <p>C - Students will examine the influence of census data upon the way RE is taught, and the influence of humanism and secularism in society.</p> <p><b>Critical thinking – should religion have an influence on politics?)</b></p> <p>D) they will consider the way that non religious belief affects a humanisms moral obligation to others.</p> <p><b>Does being non religious affect the way people find meaning and purpose and should religious believers have a moral responsibility to others?)</b></p> <p><b>Assessment 1: Religious Landscape in Britain</b></p>	<p><b>Growing religions</b></p> <p><b>What is good and what is challenging about being a Muslim in Britian today?</b></p> <p><b>Islamophobia, Islam, influence</b></p> <p><b>A – Students will have an introduction to Islam to continue to develop the knowledge gained in Y7 and Y8.</b></p> <p><b>Critical thinking – development of Islam, how were beliefs formed out of the opposition.)</b></p> <p><b>B/C– Students have</b> explored the changing nature of religion, and the growth of Islam. We will examine the way that Islamic practices help and hinder Muslim teenagers today.</p> <p>D - We will examine what Islamophobia is and how Muslims may respond to this.</p> <p><b>Empathy)</b></p> <p><b>Assessment 2: Islam introduction</b></p>	<p><b>Religion and morality</b></p> <p><b>Good, bad, right, wrong, how do I decide?</b></p> <p><b>Morals, influence</b></p> <p>A-Students have an understanding that the Abrahamic faiths teach not to kill and treat others as you would like to be treated. And the Dharmic faiths teach not to kill – how does this affect ethical decision making?</p> <p>b- students will examine the rule of law when looking at ideas about whether it is ever acceptable to kill.</p> <p>d) exploration of absolute and relative morality – this helps students to develop their understanding of moral decision making.</p> <p>After having thought about the changing landscape of religion, and the way religion impacts upon a Muslims life, we build upon our knowledge of morality, taking it further looking at absolute and relative morality, where people get their morals from.</p> <p>Pupils will explore where Christians, Muslims, Sikhs and non-religious moral principles come from.</p> <p><b>Assessment 3: Good and bad</b></p>	<p><b>Good and Evil</b></p> <p><b>How do religious believers respond to the problem of evil and suffering?</b></p> <p>Students will examine the inconsistent triad, and how evil and suffering pose ne of the biggest challenged to religious belief.</p> <p>We explore the Abrahamic ideas around suffering being a test of faith, and the devil. We also look at the early Jewish idea that suffering is as a punishment for sinful action.</p> <p>We introduce some stretch and challenge material looking at Augustine and Irenaeus’ approach to evil</p> <p><b>assessment 4 – Good and evil 1</b></p>	<p><b>Good and evil</b></p> <p><b>How do religious and non-religious believers respond to the problem of evil and suffering?</b></p> <p>We then move onto explore the Dharmic approach to evil and suffering. Exploring Dharma, and Karma and the opportunities of kindness and compassion.</p> <p>We explore non-religious approaches to ideas around suffering just being a human problem, we link back to the ideas of humanism through the three tears of study.</p> <p><b>Assessment 5 – Good and Evil 2</b></p>	<p><b>Prejudice and discrimination</b></p> <p><b>How should believers challenge prejudice and discrimination?</b></p> <p><b>Moral, discrimination, influence.</b></p> <p>We move to look at the moral and social problem of prejudice and discrimination.</p> <p>Students are becoming more acutely aware of the difference in acceptable conduct in the world around them. We bring to explore what and why people have prejudices and how people can be discriminated. All in the context of how religion influences peoples reaction to these ideas</p> <p>We start the unit by discussing key terms including stereotype, prejudice and discrimination, and thinking about why and how discrimination happens. We then continue by looking at specific areas of discrimination: Gender equality, anti-Semitism and Islamophobia. During the ` unit we relate to religious beliefs and teachings.</p> <p><b>Assessment 6 – Prejudice and discrimination</b></p>

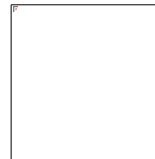
**Year 9 - The following links all offer a range of informative clips and provide useful and interesting information about the main concepts we study. They are also informative and offer a good starting point for discussion with your child.**

(As with all internet sites, please monitor your child's usage.)

<b>Term 1a</b> What difference does it make to be non-religious in Britain today?	<b>Pew research review on ‘none’ religiousness</b> - <a href="https://www.pewresearch.org/religion/2012/10/09/nones-on-the-rise/">https://www.pewresearch.org/religion/2012/10/09/nones-on-the-rise/</a>  <b>Theos report</b> - <a href="https://www.theosthinktank.co.uk/comment/2022/11/24/the-nones-unpacking-theos-research-on-britains-nonbelieving-50">https://www.theosthinktank.co.uk/comment/2022/11/24/the-nones-unpacking-theos-research-on-britains-nonbelieving-50</a> <a href="https://www.theosthinktank.co.uk/comment/2022/11/24/the-nones-unpacking-theos-research-on-britains-nonbelieving-50">https://www.theosthinktank.co.uk/comment/2022/11/24/the-nones-unpacking-theos-research-on-britains-nonbelieving-50</a>  <a href="https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021">https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021</a>  <a href="https://www.youtube.com/watch?v=YoqgZ1nLyD4">https://www.youtube.com/watch?v=YoqgZ1nLyD4</a>
<b>Term 1b</b> What is good and what is challenging about being a Muslim in Britain today?	<a href="https://mcb.org.uk/resources/british-muslims/">https://mcb.org.uk/resources/british-muslims/</a>  Craven arms mosque has a yearly event ‘visit my mosque’ in September/October <a href="https://visitmymosque.org/">https://visitmymosque.org/</a>  <a href="https://www.youtube.com/watch?v=oKcYEUWd5BM">https://www.youtube.com/watch?v=oKcYEUWd5BM</a>
<b>Term 2a</b> Good, bad, right, wrong, how do I decide?	<a href="https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/1">https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/1</a>
<b>Term 2b</b> Why is there suffering? Are there any good solutions?	<a href="https://www.bbc.co.uk/bitesize/guides/zf626yc/revision/9">https://www.bbc.co.uk/bitesize/guides/zf626yc/revision/9</a>
<b>Term 3a</b> How far does it make a difference if you believe in life after death?	<a href="https://www.bbc.co.uk/bitesize/guides/zwvymsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zwvymsg/revision/1</a>
<b>Term 3b</b> How can people express the spiritual through the arts?	<a href="https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2023/">https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2023/</a>



Yr. 10	<p><b>Christian beliefs</b></p> <p>This topic explores the Christian nature of God. We explore the principal areas of belief for pupils to understand the basis of faith before application to practices and themes.</p> <p>Key concepts and ideas are the oneness of God and the Trinity, beliefs about creation, the incarnation, crucifixion, resurrection and ascension, resurrection and life after death. Heaven and Hell, sin and salvation and the role of Christ in salvation.</p> <p>Pupils will have the opportunity to speak to a Vicar.</p> <p>There will also be the opportunity to visit a mosque.</p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Christian beliefs.</b></p> <p><b>Assessment 2 – Christian beliefs</b></p>	<p><b>Christian Practices</b></p> <p>Students will apply knowledge from Christian beliefs to examine Christian practices.</p> <p>Exploring Worship, prayer, the Sacraments of baptism, and Holy communion.</p> <p><b>Pilgrimage, festivals, the role of the church in the local community. The place of mission and evangelism, Church growth, the importance of the worldwide church, Christian persecution and the Church’s response to persecution.</b></p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Christian Practices.</b></p> <p><b>Assessment 2 – Christian Practices</b></p>	<p><b>Islam beliefs,</b></p> <p>Pupils are weaker in their subject knowledge on Islam at this point. We do this as our first section of beliefs and practices in order that the students then have more time throughout y10 and y11 to complete interleaved RRR. This topic requires more hours than the other beliefs and practices sections, so we complete it early on in the year, so that we are not as time pressured.</p> <p>It also ensures Students have a detailed knowledge of Islamic beliefs that enables them to more fully explore the themes. Many of the key terms in this topic are complex and therefore pupils need time and interleaving to enable them to learn and use them confidently in order to access the questions.</p> <p>Pupils will answer a full question in their final examination that will cover all of the Islamic beliefs section. We therefore teach in depth on all areas, in order to put pupils in a strong position to enter their examination.</p> <p>We begin looking at Tawhid, and then on to ideas around the supremacy of God. Ensuring pupils are aware of the place and importance of Allah to Muslim life. We then look at the key beliefs within Sunni and Shia Islam, this enables pupils to look at the differences in belief.</p> <p>We explore key beliefs about life after death, and angels and then pupils are assessed, and given follow up work in order to address gaps in the topic so far.</p> <p>Pupils then examine beliefs in Risalah and the Prophets. Where more detail is explored on Ibrahim and Muhammad, these prophets are more significant for the pupils understanding. Finally, pupils look at the place and importance of books within Islam, and how the Quran and Sunnah are used. Pupils finish the topic completing a full formal assessment.</p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.</b></p> <p><b>Assessment 2 – Full GCSE question on Topic</b></p>	<p><b>Islam Practices</b></p> <p>Pupils have just completed the Christian practices topic, where they were able to explore some more familiar practices (as have been covered in KS3) We move on to Islamic practices, so that they have some grounding and familiarity in the types of questions and ideas they will face.</p> <p><b>We examine the five pillars of Islam in detail. We begin with Shahadah as they key statement of faith, and explore Salat, Sawm, and Zakat. We look at the place and importance of Hajj, the meaning of Jihad. We explore Greater and lesser Eid, and Ashura.</b></p> <p>Pupils are now at a level of maturity where they can fully understand the effect of belief on practices. Understanding the five pillars and festivals helps students to better understand beliefs.</p> <p>Pupils will be made to answer a question on Islamic practices.</p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.</b></p> <p><b>Assessment 2 – Full GCSE question on Topic</b></p>	<p><b>Theme A – Relationships and families</b></p> <p>This topic explores various human relationships, and religious responses to it. We focus in on the divergent views within Christianity.</p> <p><b>Christian teachings about human sexuality. Sexual relationships before and outside of marriage. Contraception and family planning, marriage, divorce and remarriage. The Nature and purpose of families. Religious attitudes to gender equality.</b></p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.</b></p> <p><b>Assessment 2 – Full GCSE question on Topic</b></p>
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Yr. 11	Theme B – Religion and Life	Theme E – Human Rights and social justice	Theme F – Crime and Punishment	Finish off themes and begin revision.	Revision	Exams
	<p>We teach this topic first in year 10 as, it starts with the origins of the universe and the value of the world. Linearly this means that students can see we are starting at the beginning of Christian beliefs. Religion and life also introduce many key terms and information, for example the concerning the sanctity of life, which are frequently referred to moving forward.</p> <p>After beliefs about creation, we move onto the environment and the use and abuse of animals. Moving on to this secondly means that students can use beliefs rom Genesis and start to apply them to animals and the environment. Their knowledge will be gradually built on.</p> <p>We then move on to Abortion and Euthanasia, again students will have just learnt about the sanctity of life and will be able to better understand the different Christian denominational views on these subjects as a result.</p> <p>We then end the unit on death and beliefs about the afterlife. This follows on constructively after Euthanasia as issues of the afterlife will naturally arise.</p> <p>The overriding theme of the sanctity of life is paramount in this topic, drawing all of the sub-topics together.</p> <p>Year 11 will have the opportunity to speak to an Imam and ask questions.</p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.</b></p> <p><b>Assessment 2 – Full GCSE question on Topic of teachers choice – interleaved assessment</b></p>	<p>The students will learn how beliefs can be used in moral dilemmas and issues associated with Human Rights and Social justice. Students have previously been taught about Christian and Islamic beliefs and how they practice their religion. They have also examined other themes.</p> <p>During the unit the students will first learn what social justice is. They will recap and relearn what human rights are, and how they are violated. We examine religious freedom alongside prejudice and discrimination. We examine the use of wealth, causes of poverty, exploitation of the poor and giving money to the poor.</p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.</b></p> <p><b>Assessment 2 – Full GCSE question on Topic</b></p>	<p>We will explore the causes of crime, and reasons for punishment.</p> <p>Student will be given an opportunity to speak with a legal; professional to put the topic into some context. Where connections allow, they will also speak with a prison chaplain.</p> <p>We will explore the changes to the law in Britain, and the move away from corporal and capital punishment, we will examine the impact this has in countries where it is still used.</p> <p><b>Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on interleaved Topic.</b></p> <p><b>Assessment 2 – Full GCSE question on Topic</b></p>		Practice questions and/or papers	



# KS4 support and links

Link to AQA website and specification -

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>

Ben Wardle - <https://www.youtube.com/@BenWardle> compiles a lot of very useful revision videos.

Revision guides - <https://global.oup.com/education/product/aqa-gcse-religious-studies-a-christianity-and-islam-revision-guide-9780198422839/?region=uk>



Religious Education (RE) is a statutory subject in all state-funded schools throughout the whole of a child's formal schooling (**in each year group from 5-18 years.**) In our development of RE at Lacon, we have chosen to pilot and develop a series of activities delivered by Year 10 and 11 form tutors, alongside the English department, with a focus on skills requiring development in RE and literacy.

Year 10	Year 11
<b>Lacon Me</b> Exploring our Lacon Me values, and how they are reflected in Religious Stories from the past and present.	<b>Worldviews</b> Examining what worldviews are, and how our worldview is shaped.
<b>Human Rights</b> Examine what human rights are, and how breaches of human rights are reflected in the media	<b>Religious festivals</b> Exploring some of the key religious festivals celebrated by members of our community, and beyond.
<b>Medical Ethics</b> Explore some key issues surrounding Medical ethics, such as abortion and Euthanasia and religious responses to it.	GCSE exams begin.



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**Impact:** At KS3 progress is measured through pathways that are measured through ‘mastery,’ ‘secure,’ ‘developing,’ and ‘emerging’. At KS4 progress is measured through regular GCSE exam questions, and GCSE achievement. Students complete end of unit assessments at the end of each half term in KS3. KS4 complete assessments halfway through a topic, and at the end of a topic. The assessment structure allows foundation knowledge, understanding and evaluative skills to be assessed. The outcomes of these measures will be used to inform teaching and RRR activities, with the aim of supporting students’ progress. The regular interleaved RRR tasks will consider the attainment and gaps in knowledge of the pupils. Levels of engagement with Religious Education will be measured by numbers of students choosing to continue studying Religious Studies at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in Religious Studies to engage with the wider school community in student leadership positions, demonstrating that they understand their role and responsibility within their community and are becoming empathetic and confident individuals, with a clear understanding of the influence of Religion in our community, society, and wider world. Pupils will deploy their skills to understand, interpret and evaluate beliefs and traditions that they come across in society.

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Term 1a</b>	Theism, Trinity, God, Abrahamic, prayer	Sikhi, monotheism, dharma	Non-religious Spirituality, morality	oneness of God and the Trinity, beliefs about creation, the incarnation, crucifixion, resurrection and ascension, resurrection and life after death. Heaven and Hell, sin and salvation and the role of Christ in salvation.	Sanctity of life, Abrahamic, morality
<b>Term 1b</b>	Incarnation, Abrahamic	Rites of passage, influence.	Abrahamic Covenant	Pilgrimage, festivals, the role of the church in the local community. The place of mission and evangelism, Church growth, the importance of the worldwide church, Christian persecution and the Church's	Sacred, sacrifice, morality, stewardship, suffering
<b>Term 2a</b>	Gospel, influence	Inspire, influence	Morality, life after death,	Tawhid, supremacy, just	Life after death, suffering, theism
<b>Term 2b</b>	Stewardship, influence, Dharma	Heaven, hell, reincarnation, influence	Abrahamic, covenant, duty, gospel, mortality, sacrifice, suffering	Shahadah Salat, Sawm, and Zakat. Hajj, Jihad. We Id Ul Asha, Id ul Fitr and Ashura.	Cont'd
<b>Term 3a</b>	Wisdom, justice, morals, influence	Prophethood, influence.	Moksha, Dharma, Non religious, suffering, spirituality	Morality	Cont'd
<b>Term 3b</b>	Spirituality, art, influence	Moral, discrimination, influence.	Discrimination, dharmic, Abrahamic	Family, marriage, divorce, homosexuality	Cont'd

**Concepts :**Abrahamic, Covenant, Dharma, Dharmic, Discrimination, Duty, Gospel , Incarnation, Karma, Life after death, Moksha, Morality, Non-religious, Prayer, Prophethood, Rite of passage, Sacred, Sacrifice, Spirituality, Stewardship, Suffering, Theism, Trinity

Note: the mapping above will change with the curriculum and the aim to weave in concept over the five years to develop sound understanding.



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