



Religious Education at Temple Moor High School – KS3 & 4

Y7	Topic	Programme of Study
Topic 1 Term 1	What is religion?	<p>Concept and Big Ideas/Questions To introduce students to RE at Temple Moor, we begin with a study of what religion and world views are, to help students understand the influences on our views.</p> <p>Key Vocabulary: Physicalism, Dualism, Theist, Atheist, Agnostic, Animism.</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question. End Point – What is religion?</p> <p>Personal Development Respect and tolerance for other faiths and religions and world views. Reflecting on personal beliefs Exploring other peoples' faiths and beliefs. Tolerance of the beliefs of others.</p> <p>Why Now? All students should have knowledge of religion from KS2. By introducing them to concepts of what religion is, it gives them context of faith, which can then be developed through our chronological study of world faiths.</p> <p>Helpful Resources www.religiousstudiesrevision.com https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j (BBC Teach Religious Studies)</p>
Topic 2 Term 2	What do Hindu's believe?	<p>Concept and Big Ideas/Questions Students begin an in-depth study of Hinduism, as per the Locally agreed Syllabus for Leeds. This comes first due to the chronological approach we have taken to our religions.</p> <p>Key Vocabulary: Deity, Brahman, Atman, Moksha, Trimurti, Karma, Samsara</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural – learning about other cultures and understanding world views. Experiencing fascination and enjoyment of other cultures. Spiritual - reflecting on experiences. Tolerance of the beliefs of others.</p> <p>Why Now? All students should have knowledge of religion from KS2. By introducing them to concepts of what religion is, it gives them context of faith, which can then be developed through our chronological study of world faiths.</p> <p>Helpful Resources www.religiousstudiesrevision.com https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j (BBC Teach Religious Studies)</p>
Topic 3 Term 3	Judaism - Should we always keep our promises?	<p>Concept and Big Ideas/Questions Students begin a study of Judaism, which builds and develops on key stories which students have covered during their primary studies. The unit is taught from the perspective of promises, and whether or not it is important to keep them. This is then contrasted with the Jewish faith, and how the foundations of that faith are based on promise.</p> <p>Key Vocabulary Covenant, Exodus, Hanukah, Halakah, Messiah, Passover</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Respect and tolerance for other faiths and religions and world views. Reflecting on personal beliefs. Exploring other peoples' faiths and beliefs. Tolerance of the beliefs of others.</p> <p>Why Now? Judaism is a fundamental building block in the understanding of the Abrahamic faiths (Judaism, Christianity, Islam), as well as being chronologically the next key faith. By gaining knowledge of the faith at this point, it will underpin future study in Y8.</p> <p>Helpful Resources www.religiousstudiesrevision.com https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7</p>

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		https://www.bbc.co.uk/bitesize/topics/z9prkqt/articles/zfn792p

Y8	Topic	Programme of Study
Topic 1 Term 1	What do Buddhists believe?	<p>Concept and Big Ideas/Questions Students begin an in-depth study of Buddhism, as per the Locally agreed Syllabus for Leeds. Students gain an understanding of the key concepts of Buddhist teachings, as well as the life of Buddha himself. Links are also made with concepts of eastern traditions.</p> <p>Key Vocabulary: Karma, Samsara, Dharma, The eightfold path, Dukkha</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural – learning about other cultures and understanding world views. Experiencing fascination and enjoyment of other cultures. Spiritual - reflecting on experiences. Tolerance of the beliefs of others.</p> <p>Why Now? The locally agreed syllabus requires an in-depth study of Buddhism at Key Stage 3. Chronologically, Buddhism follows Judaism and also has clear links and connections with the previously studied topic of Hinduism in Y7.</p> <p>Helpful Resources www.religiousstudiesrevision.com https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmf</p>
Topic 2 Term 2	Is Christianity a dying or thriving faith?	<p>Concept and Big Ideas/Questions Students take a theological and sociological look at the place of Christianity in the UK and around the world. Students look at the key beliefs in the religion and then study how the religion is changing and how perceptions of the faith have changed, using local, national and international data.</p> <p>Key Vocabulary: Trinity, Omnipotent, Omniscient, Omnibenevolent Eternal, Creator, Denomination</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural – learning about other cultures and understanding world views. Experiencing fascination and enjoyment of other cultures. Spiritual - reflecting on experiences. Tolerance of the beliefs of others.</p> <p>Why Now? The study of Christianity at this point builds again on the KS1& 2 content, and further develops understanding and links of the Abrahamic faiths. As a potential GCSE religion, this also is a good grounding for the demands of the KS4 GCSE course.</p> <p>Helpful Resources www.religiousstudiesrevision.com https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc</p>
Topic 3 Term 3	Islam – what is life like for young Muslims in Britain today?	<p>Concept and Big Ideas/Questions Students study the key fundamental principles of being Muslim in the context of life in Britain, and how the practice of the faith can be impacted through living in this country.</p> <p>Key Vocabulary Allah, Prophet, Pillar, Tawhid, Shirk, Pilgrimage</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural- The everyday life of a Muslim, making comparisons with their lives. Spiritual development- learning from stories from the Qur'an. Cultural – Tolerance and British values.</p> <p>Why Now As the final Abrahamic faith, the study of Islam closes the journey through the Abrahamic religions and should highlight the similarities within these faiths, but also how young British Muslims are affected by their faith, living in this country.</p> <p>Helpful Resources www.religiousstudiesrevision.com https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjct</p>

Y9	Topic	Programme of Study
Topic 1 Term 1	What do Sikh's believe and how do they practice their faith?	<p>Concept and Big Ideas/Questions Students study the fundamental ideas of Sikhism and the Guru's. How the concept of 'One God' is taught through the faith and how Sikh's practice.</p> <p>Key Vocabulary Guru, Gurmukh, Manmukh, Sewa</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural- The everyday life of a Sikh in Britain, making comparisons with their lives. Spiritual development- learning from stories from the specific Guru's. Tolerance of the beliefs of others.</p> <p>Why Now Sikhism is the youngest of the six major world faiths, and is currently the third biggest faith in Leeds. The study here ends the chronological journey through the world faiths.</p> <p>Helpful Resources https://www.bbc.co.uk/bitesize/topics/zyqncw/articles/znq47h</p>
Topic 2 Late term 1/Term 2	Do you have to be religious to have morals?	<p>Concept and Big Ideas/Questions This unit focuses on the study of non-religious world views, and allows those of no faith or unsure, to look at how their beliefs are represented in a society that is increasingly secular.</p> <p>Key Vocabulary Atheist, Agnostic, Humanism, Morals, Philosophy</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural- studying and being accepting of non-religious world views. Tolerance of the beliefs of others.</p> <p>Why Now For many in school this unit provides a counter to the religious world views that have been studied. It allows those who identify with no faith or who are unsure to have a clear understanding that you don't have to be religious to be righteous or have good morals.</p> <p>Helpful Resources https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn https://www.bbc.co.uk/bitesize/topics/zkyn2sg/articles/zfs2kmn</p>
Topic 3 Term 2 and 3	Religion, Human Rights and Social Justice	<p>Concept and Big Ideas/Questions This unit focuses on the study of human rights and social justice, and how this can be affected by religious and non-religious belief.</p> <p>Key Vocabulary Human Rights, Society, Justice, World View</p> <p>Assessments Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural- studying and being accepting of non-religious world views, consideration of human rights issues within a wider world context. Discussion and debate linked to forming a reasoned argument.</p> <p>Why Now This unit allows students to apply their understanding of religious and non-religious world views to big concepts and questions in society, such as human rights. This provides them with the opportunity to give context to the ideas shared by religion and how this can be challenged by world events.</p> <p>Helpful Resources www.religiousstudiesrevision.com</p>
Topic 4 Term 3	Religion, Philosophy and Ethics	<p>Concept and Big Ideas/Questions This unit focuses on the study of ethics and ethical problems as well as philosophical issues.</p> <p>Key Vocabulary Relative, Absolute, sanctity of life, medical ethics, evil, suffering, design, Morality</p> <p>Assessments</p>

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		<p>Students regularly participate in low stakes assessments during lessons (REwind Your Mind Tests). Each unit then has a mid-point and end of unit assessment linked to the overall big question.</p> <p>Personal Development Cultural- studying and being accepting of non-religious world views, consideration of big questions within a wider world context. Discussion and debate linked to forming a reasoned argument.</p> <p>Why Now This unit allows students to apply their understanding of religious and non-religious world views to big ethical and philosophical questions in society, such as evil & suffering and does God exist. This provides them with the opportunity to give context to the ideas shared by religion and how this can be challenged by world events.</p> <p>Helpful Resources www.religiousstudiesrevision.com</p>

Y10 GCSE	Topic	Programme of Study
Term 1	Christian Beliefs	<p>Concept and Big Ideas What is the Trinity? Did Jesus have to die? What is sin? How was the world created?</p> <p>Key Vocabulary Incarnation, Trinity, Problem of Evil, Omnipotent, Omnibenevolent, salvation, atonement</p> <p>Curriculum Assessments</p> <p>Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability.</p> <p>Personal Development British Values-Mutual respect and Tolerance of other faiths. CULTURAL: Celebrating and respecting diversity in local, national and global communities. CULTURAL: Understanding the wide range of cultural influences that shape heritage. SPIRITUAL: Reflecting about their own beliefs and perspective on life.</p> <p>Why Now? To be able to understand how Christians apply their beliefs to moral issues, they must first learn the foundations of the Christian faith/worldview. This will be supported by their knowledge from KS2 & KS3 – Christianity.</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/ (Seneca learning Religious Studies) https://members.gcsepod.com/content?subject_id=6024&exam_board_id=1037</p>
Term 2	Marriage and Family	<p>Concept and Big Ideas What do Christians and Humanists believe about marriage, divorce, same sex relationships and sex outside of marriage?</p> <p>Key Vocabulary Divorce, annulment, homosexuality, cohabitation, promiscuity</p> <p>Curriculum Assessments</p> <p>Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability. They will be given questions from previous units to complete to improve memory retention.</p> <p>Personal Development British Values- Individual Liberty, Rule of law. CULTURAL: Understanding the wide range of cultural influences that shape heritage. SPIRITUAL: Respecting different people’s faiths, feelings and values.</p> <p>Why Now? Having first considered Christian beliefs, students will now apply these teachings to different ethical teachings, as well as Humanist and atheist beliefs</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/</p>
Late term 2/Term 3	Living the Christian Life	<p>Concept and Big Ideas How do Christians worship? What are Sacraments? What are the special places Christians go on pilgrimage?</p> <p>Key Vocabulary Sacrament, extempore, liturgical, non-liturgical, prayer</p> <p>Curriculum Assessments</p> <p>Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability. They will be given questions from previous units to complete to improve memory retention.</p> <p>Personal Development British Values - Mutual respect and Tolerance of other faiths. CULTURAL: Celebrating and respecting diversity in local, national and global communities. SPIRITUAL: Respecting different people’s faiths, feelings and values.</p> <p>Why Now? Having looked at Christian’s beliefs at the start of the year, students will now look at how Christians live in the modern world.</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/</p>
Term 3	Matters of Life and Death	<p>Concept and Big Ideas What do Christians believe about life after death? Should abortion be allowed? Should euthanasia be legalised?</p> <p>Key Vocabulary Abortion, Euthanasia, Lesser of two evils, prolife, prochoice.</p> <p>Curriculum Assessments</p>

Y10 GCSE	Topic	Programme of Study
		<p>Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability. They will be given questions from previous units to complete to improve memory retention.</p> <p>Personal Development British Values- Individual Liberty, Rule of law. CULTURAL: Understanding different cultures essential for life in modern Britain. MORAL: Investigating moral and ethical issues and appreciating others' viewpoints.</p> <p>Why Now? To apply students' knowledge of Christian beliefs, traditions and ethical reasoning to a synoptic unit which allows students to develop their own beliefs and values.</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/</p>

Y11	Topic	Programme of Study
Term 1	Muslim Belief	<p>Concept and Big Ideas What are the branches of Islam? What are the Roots of Islam? What are the Six Key Beliefs?</p> <p>Key Vocabulary Tawhid, Allah, Pillars, Risalah, Kutub, Malaikah, Akirah</p> <p>Curriculum Assessments Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability. They will be given questions from previous units to complete to improve memory retention.</p> <p>Personal Development British Values-Mutual respect and Tolerance of other faiths. CULTURAL: Celebrating and respecting diversity in local, national and global communities. CULTURAL: Understanding the wide range of cultural influences that shape heritage. SPIRITUAL: Reflecting about their own beliefs and perspective on life.</p> <p>Why Now? To be able to understand how Muslims apply their beliefs to moral issues, they must first learn the foundations of the Islamic faith/worldview. This will be supported by their knowledge from KS3 -Introduction to Religion (Y7 HT1), and Islam (Y8).</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/</p>
Late term 1	Crime and Punishment	<p>Concept and Big Ideas What to Muslims believe about punishment? Why do people commit crimes? Can we ever truly forgive?</p> <p>Key Vocabulary Deterrence, Protection, Retribution, Skilful action, Reform, Punishment</p> <p>Curriculum Assessments Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability. They will be given questions from previous units to complete to improve memory retention.</p> <p>Personal Development British Values- Individual Liberty, Rule of law. MORAL: Investigating moral and ethical issues and appreciating others' viewpoints. SPIRITUAL: Respecting different people's faiths, feelings and values.</p> <p>Why Now? Having first considered Muslim beliefs, students will now apply these teachings to different ethical teachings, as well as Humanist and Atheist beliefs.</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/</p>
Term 2	Living the Muslim Life	<p>Concept and Big Ideas What are the Ten Obligatory Acts? How do the Pillars of Islam influence life and practice?</p> <p>Key Vocabulary Sawm, Zakah, Shahadah, Hajj, Salah, Greater jihad, Lesser Jihad</p> <p>Curriculum Assessments Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability. They will be given questions from previous units to complete to improve memory retention.</p> <p>Personal Development British Values-Mutual respect and Tolerance of other faiths. CULTURAL: Celebrating and respecting diversity in local, national and global communities. SPIRITUAL: Respecting different people's faiths, feelings and values.</p> <p>Why Now? Having looked at Muslim beliefs, students will now look at how Muslim live and worship in the modern world.</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/ (Seneca learning Religious Studies)</p>
Term 2, early Term 3	Peace and Conflict	<p>Concept and Big Ideas Is war ever justified? What do Muslims believe about conflict?</p> <p>Key Vocabulary Just War, Aquinas, Retribution, Retaliation, Weapons of mass destruction</p>

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		<p>Curriculum Assessments Students will complete a GCSE style examination question which will assess their knowledge and understanding, and their evaluation ability. They will be given questions from previous units to complete to improve memory retention.</p> <p>Personal Development British Values- Individual Liberty, Rule of law. SOCIAL: Volunteering, cooperating with others and resolving conflicts. SPIRITUAL: Respecting different people's faiths, feelings and values .</p> <p>Why Now? To apply students' knowledge of Muslim beliefs, traditions and ethical reasoning to a synoptic unit which allows students to develop and evaluate their own beliefs and values.</p> <p>Helpful Resources www.religiousstudiesrevision.co.uk https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/</p>