



The **Thomas Mills High School & Sixth Form Religious Studies** curriculum aims to give pupils a broad understanding and depth of religious knowledge while covering the three OFSTED areas below:

- First, 'substantive' knowledge: knowledge about various religious and non-religious traditions: pupils study Christian, Buddhist, Sikhi, Hindu Dharma, Islam and Jewish world views as pure world views and through thematic topics with an emphasis on diversity difference.
- Second, 'ways of knowing': pupils learn 'how to know' about religion and non-religion. Topics enable pupils to investigate where the views come from, links between, them, sources of authority and how these can be interpreted differently.
- Third, 'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study. Pupils look at how their views and others might be influenced and the importance that their 'lens' might play in their perceptions. Analysis, evaluation and discussion is encouraged throughout the schemes, as well as reflecting on pupils' own views.

Discussion plays a key role through the course with an emphasis throughout the curriculum on building knowledge while reflecting on what this might mean for a believer and for the pupil. There is a strong emphasis on respect, diversity of view and feeling empowered to share ideas and ask questions.

Year 7			
Term	Topic	Knowledge and Skills	Useful Links
1	Who am I? Who am I Christianity?	Knowledge: During this first half term, pupils are encouraged to think about why learning RS is important and where their own views come from. They look at the concept of lenses and world views and why these may be different for different people.	https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc https://www.truetube.co.uk/resource/holy-cribs-the-anglican-church/



	They get the opportunity to think about where their own views come from and begin to understand the diversity of views and beliefs in the world. Pupils also get the opportunity to think about and share their own values, beliefs and things that are important to them. Pupils are also given the opportunity to start thinking philosophically by considering the ideas of the soul. The second half of the term focuses more on Christianity and the range of beliefs within that religion. A treasure hunt around Framlingham gives pupils the opportunity to explore these visually through symbols. The pupils also look at key practices and beliefs such as communion, prayer and the trinity. The term finishes with an enquiry into the nativity story and what the bible really says about this. Skills: Pupils start to get to practice identifying, explaining, self-reflection, tolerance, understanding of others and gain an awareness of difference.	https://www.truetube.co.uk/resource/understanding-denominations-christianity/ https://www.truetube.co.uk/resource/the-gospel-of-matthew-the-nativity/ https://www.truetube.co.uk/resource/the-gospel-of-luke-the-nativity/
Assessments	There is one each half term.	



		These are both essays and aim to consolidate and synthesise the learning of the topic. These are always planned in a lesson, using sentence starters, key words and a model paragraph to help pupils complete the task at home: Autumn 1: What makes us who we are? Written essay. This can be handwritten or typed. Autumn 2: 'The most important part of being a Christian is going to church'. Evaluate the statement. Include your views and different viewpoints. Written essay. This can be handwritten or typed
2	Who was Jesus? What can light and darkness symbolise?	Knowledge: During the spring term pupils start to explore beliefs about Jesus. There are lots of opportunities for discussion. They explore different cultural and historical ideas about what he looked like, as well as the politics at the time of Jesus and how this links to a Messiah. Pupils will learn about key points in his life such as the temptations, miracles and parables, the baptism, holy week, crucifixion and the resurrection. Pupils will explore and evaluate whether they think Jesus was human or divine and even look at Jesus in other religions. The second half of the term looks at the symbolism of light and dark, both in religious festivals like Diwali and Hanukkah and through spiritual ideas. They focus on the concepts of hope and good over evil and even link this to real life examples and Amnesty International. Skills: Throughout the term the pupils will be identifying ideas, making comparisons and decoding symbolism. They will https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc https://www.truetube.co.uk/resource/the-gospel-of-luke-the-last-supper/ https://www.truetube.co.uk/resource/diwali/ https://www.truetube.co.uk/resource/hanukkah/ https://www.bbc.co.uk/bitesize/topics/zt42tfr/articles/zkktvt39



		also start to understand the use of metaphor and non-literal language and begin to consider their own mindfulness.	
Assessments		There is one in the first half term and one in the second half term: The first is a creative art task where pupils have to put into practice what they have learned about symbolism, as well as Jesus. The second is design task where the pupils have to bring together their knowledge from the topic and apply it creatively. There is again an opportunity for them to consider symbolism. For both tasks they will be given guidance sheets and examples in class. Spring 1: T-Shirt design task (paired task) Spring 2: Design your own festival of light. This should not link to a religious idea but focus on something that the pupils think is important and should be celebrated.	
3	Some hard questions What is Hindu Dharma?	Knowledge: In the final term of year 7, the pupils will learn about the 6 main world religions and start to consider whether they think that religion is still important today. They get the opportunity to try some philosophy, as they learn and evaluate the arguments that try to prove God's existence; the cosmological (first cause), the teleological (design) argument and religious experience. They will also learn about the problem of evil and how this leads some people to believe there is no God. The second half of the term focuses on Hindu Dharma (Hinduism). The pupils will learn about key beliefs and practices within Hindu Dharma, like deities, the Trimurti, moksha, the mandir and types of worship, as well as	https://www.bbc.co.uk/bitesize/topics/z2bw2hv/articles/zidbpg8 https://www.bbc.co.uk/bitesize/topics/zkyn2sg/articles/zfs2kmn https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z6twrj6 https://www.truetube.co.uk/resource/proving-god-exists/ https://www.truetube.co.uk/resource/alien-abduction-hinduism/



		symbols and different types of Hindu Dharma. They will also get the opportunity to look at Hindu Dharma in the UK today, linking back to what they learnt about Diwali. Skills: Pupils will develop their skills of identifying beliefs, explaining their ideas, comparing beliefs, and also asking questions. This should lead on to developing their skills of evaluation and analysis.	
Assessment	There is one each half term. The first task has an essay and a debate. This gives the pupils who are more able verbally a chance to show their skills. The second one is an essay and aims to consolidate and synthesise the learning of the topic. This will be planned in a lesson, using sentence starters, key words and a model paragraph to help pupils complete the task at home. Summer 1: Debate and essay: Does God exist? Why do you think this? Summer 2: Essay: What is the most important part of Hindu Dharma and		