



**Thomas Mills**  
High School & Sixth Form

## CURRICULUM OVERVIEW: Religious Studies- Core

The TMHS RS 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.

In year 10 Core RS is studied once a week.

Year	Term	Topic	Knowledge and Skills	Useful Links
10	1	Miracles	<b>Knowledge:</b> Pupils start year 10 with an exploration of Old and New Testament miracles, as well as modern miracles and some of the philosophical arguments against miracles. The end of topic provides an opportunity to use all that	<a href="https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zi3jtcw">https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zi3jtcw</a> <a href="https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zvnn3at">https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zvnn3at</a>



	<p><b>Arguments Against Religion</b></p>	<p>they have learnt to evaluate a modern religious miracle from varying viewpoints.</p> <p>The second half of the term looks at a range of philosophical, sociological and psychological arguments against religion. This includes the problem of evil and science, as well as the theories from Freud, Durkheim and Jung.</p> <p><b>Skills:</b> There is a chance for analysis and to practise hermeneutics (looking at the deeper meaning of texts), as well as debating skills.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/ztancxs/articles/zv6dxg8">https://www.bbc.co.uk/bitesize/topics/ztancxs/articles/zv6dxg8</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/ztancxs/articles/zycrdnb">https://www.bbc.co.uk/bitesize/topics/ztancxs/articles/zycrdnb</a></p>
<p><b>Assessments</b></p>		<p>There is short, informal assessment at the end of the unit but most assessment comes from pupils' verbal input and discussion.</p>	
<p>2</p>	<p><b>Greek Philosophers and their Philosophy</b></p>	<p><b>Knowledge:</b> In the spring term the pupils get the chance to explore the main Greek philosophers and their ideas. The focus is first on Plato with pupils learn about his analogy of the cave, his forms and ideas of the soul. Aristotle is then studied as a comparison with a focus on his four causes, views on reality and the soul.</p>	<p><a href="https://www.youtube.com/watch?v=1RWOpQXTItA">https://www.youtube.com/watch?v=1RWOpQXTItA</a></p> <p><a href="https://www.youtube.com/watch?v=rh0fxJkvL44">https://www.youtube.com/watch?v=rh0fxJkvL44</a></p> <p><a href="https://www.youtube.com/watch?v=MgotDFs6cdE&amp;t=60s">https://www.youtube.com/watch?v=MgotDFs6cdE&amp;t=60s</a></p>



	<p><b>Islam as a World View</b></p>	<p>This topic aims to give pupils an overview of Islam, while looking into the origins of the religion and the different views within it. There is an aim for pupils to see how the religion is in the modern world and what it means to be a Muslim in the UK today.</p> <p><b>Skills:</b> Throughout each topic there are opportunities for analysis and debate, as well as considering the origins of world views and adding to their own. There is also a focus on growing their understanding of diversity and variety within a belief. Building empathy and appreciation of difference is also a focus.</p>	<p><a href="https://www.youtube.com/watch?v=wV3h4yWvbc8">https://www.youtube.com/watch?v=wV3h4yWvbc8</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zxwhg2p/articles/znhicat">https://www.bbc.co.uk/bitesize/topics/zxwhg2p/articles/znhicat</a></p> <p><a href="https://www.truetube.co.uk/search/?_sf_s=Islam&amp;_sf_m_length=0+500++++&amp;sort_order=relevance+desc">https://www.truetube.co.uk/search/?_sf_s=Islam&amp;_sf_m_length=0+500++++&amp;sort_order=relevance+desc</a></p>
<p><b>Assessments</b></p>		<p>There is short, informal assessment at the end of the unit but most assessment comes from pupils' verbal input and discussion.</p>	
<p><b>3</b></p>	<p><b>Religion and Ethics</b></p>	<p><b>Knowledge:</b> In the summer term there is a focus on medical ethics. Pupils look at different religious and non-religious views on a range of issues including fertility treatment, cloning, genetic engineering, abortion and euthanasia. There is also a chance to consider their views on eating animals and where their own attitudes, morals and values come from.</p> <p><b>Skills:</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/ztqncxs/articles/ztnpb7h">https://www.bbc.co.uk/bitesize/topics/ztqncxs/articles/ztnpb7h</a></p> <p><a href="https://www.truetube.co.uk/resource/the-view-from-the-classroom-abortion/">https://www.truetube.co.uk/resource/the-view-from-the-classroom-abortion/</a></p> <p><a href="https://www.truetube.co.uk/resource/designer-babies-the-mother/">https://www.truetube.co.uk/resource/designer-babies-the-mother/</a></p>



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		<p>There are plenty of opportunities to practice debate and argument building, but there is also a focus and justifying points of view. There are lots of opportunities for analysing information, as well as developing empathy, tolerance and appreciation of other beliefs and differing world views and situations.</p>	<p><a href="https://www.truetube.co.uk/resource/pro-life-vs-pro-choice/">https://www.truetube.co.uk/resource/pro-life-vs-pro-choice/</a></p> <p><a href="https://www.truetube.co.uk/resource/the-view-from-the-classroom-euthanasia/">https://www.truetube.co.uk/resource/the-view-from-the-classroom-euthanasia/</a></p> <p><a href="https://www.truetube.co.uk/resource/euthanasia-playing-god/">https://www.truetube.co.uk/resource/euthanasia-playing-god/</a></p> <p><a href="https://www.truetube.co.uk/resource/at-our-service/">https://www.truetube.co.uk/resource/at-our-service/</a></p>
<b>Assessment</b>		<p>There is short, informal assessment at the end of the unit but most assessment comes from pupils' verbal input and discussion.</p>	