



**Thomas Mills**  
High School & Sixth Form

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 8

Term	Topic	Knowledge and Skills	Useful Links
1	<b>What does it mean to have a Buddhist world view?</b>  <b>Morality Matters</b>	<b>Knowledge:</b> During the first half term, pupils will get to know some of the key beliefs in Buddhism. They will focus on where Buddhism comes from, as well as the importance of the Buddha as a role model, the key teachings including the noble eight fold path and the 4 noble truths, as well as how these influence Buddhists today.	<a href="#">Facts about Buddhism – KS3 Religious Studies – BBC Bitesize</a>  <a href="#">Life in a Buddhist community – KS3 Religious Studies – BBC Bitesize</a> <a href="#">The Enlightenment of the Buddha - TrueTube</a>



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	<p>The morality matters topic gives the pupils the opportunity to focus on some moral issues including body image, homosexuality and genetic engineering. They will look at a range of views and be encouraged to listen to the views of others and express their own ideas.</p> <p><b>Skills:</b> Pupils will start to compare and contrast religious ideas, as well as applying beliefs to real issues. There will be lots of opportunities to build their own worldviews, as well as listening respectfully to those of others. There will be a chance to build on analysis skills and develop their own mindfulness.</p>	<p><a href="#">Choosing Your Faith: Buddhism - TrueTube</a></p> <p><a href="#">Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize</a></p>
<p><b>Assessments</b></p>	<p>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:</p> <p>Autumn 1: 'Following the noble 8 fold path is the most important part of being a Buddhist' Evaluate the statement. You need to argue from different viewpoints and include your view. This is a written essay. This can be handwritten or typed.</p> <p>Autumn 2: Does it matter if people have different views on moral issues? This is a written essay. This can be handwritten or typed. Pupils should try to link their arguments to some of the examples that they have studied.</p>	



<p><b>2</b></p>	<p><b>What happens when we die?</b></p> <p><b>What does it mean to have a Sikh world view?</b></p>	<p><b>Knowledge:</b> In this topic, pupils will learn about different religious and non-religious views on the afterlife including Christianity, Hinduism, Islam and Humanism. They will also explore how these beliefs influence rituals linked to death and get lots of opportunities to think about and share their own ideas on the subject. Care is taken to ensure that pupils deal with this sensitive subject in a mature and respectful way.</p> <p><b>Skills:</b> There are lots of opportunities for comparisons and to start to analyse and evaluate these beliefs., as well as decoding symbolism. Pupils will also start to build up their verbal debating skills!</p>	<p><a href="#">Holy Crib: The Gurdwara - TrueTube</a></p> <p><a href="#">Sikhism: The Five Ks - TrueTube</a></p> <p><a href="#">Key facts about Sikhism – KS3 Religious Studies – BBC Bitesize</a></p> <p><a href="#">Life in a Sikh community – KS3 Religious Studies – BBC Bitesize</a></p> <p><a href="#">What happens when we die? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a></p> <p><a href="#">Life After Death? - TrueTube</a></p>
<p><b>Assessments</b></p>		<p>There is one in each half term: The first is an art project that pupils work on for most of the half term. This give pupils the opportunity to show different skill and think creatively. It also builds on the year before as it helps to show their understanding of symbolism. The second is a written essay which helps to bring together the learning on world views so far. This will be prepared in the lesson with a model paragraph, a plan and sentence starters.</p> <p>Spring 1: What do you believe happens when you die? Select the way you wish to present this. It could be a 3D model, collage, drawing, sculpture etc. It can be as big or small as you wish. It can include moving parts. You should also write a full explanation of each part and</p>	



		<p>how it symbolises your own personal belief. Think about what evidence you have, if any, and how this affects the way you live your life.</p> <p>Spring 2: 'Sikhi and Buddhism have nothing in common' What do you think? Evaluate the statement. This is a written essay. This can be handwritten or typed.</p>	
<b>3</b>	<p><b>Environment and Theology</b></p> <p><b>Can you be good without God?</b></p>	<p><b>Knowledge:</b> In the final term of year 8, pupils get the chance to apply their knowledge of world views to the topic of environment. They will delve deeply onto the range of issues and look at a variety of religious and non-religious viewpoints. Pupils will explore the importance of humans, the idea of conservation, different attitudes to creation as well as expressing their own views on the topic. The last half term looks at morality, with a focus on how different people decide what is the 'good' thing to do. This includes looking at religious rules, non-religious rules, moral theories and applying these ideas.</p> <p><b>Skills:</b> There are lots of opportunities to evaluate ideas, as well as practicing formulating an argument and justifying opinions. There is again lots of opportunity to develop verbal skills of debate and persuasive speech.</p>	<p><a href="#">Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize</a></p> <p><a href="#">Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize</a></p> <p><a href="#">Climate Change: Judaism - TrueTube</a></p> <p><a href="#">Climate Change: Multi-Faith Views - TrueTube</a></p> <p><a href="#">Save Them To Save Us - TrueTube</a></p> <p><a href="#">What is Humanism? - TrueTube</a></p> <p><a href="#">Religion? No Way! - TrueTube</a></p>



<b>Assessment</b>	<p>There is one each half term. The first one is a project that that is set towards the end the topic. Pupils need to create a speech and activism T shirt linked to an environmental issue. They can decorate a real T shirt, or just create a drawing. This can be done in pairs. The second is an essay and aims to consolidate and synthesise the learning of the topic and others. This will be planned in a lesson using sentence starters, key words and a model paragraph to help pupils complete the task at home</p> <p>Summer 1: Project -T shirt Design and speech on an environmental issue. Summer 2: Essay- 'You can be good without God' What do you think? Evaluate the statement. This can be typed or handwritten.</p>		