



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 9 Core RS is on a half termly rotation with PD. They have one lesson a week within that rotation.

Year 9			
Term	Topic	Knowledge and Skills	Useful Links
1	What is God like?	Knowledge: In this topic pupils will explore the different religious and non-religious ideas about God and the nature of God, as well as looking into some of the issues that might arise from this. They will also explore how a belief in God might influence a person's life and link this directly to	https://www.bbc.co.uk/bitesize/guides/zrpqmsg/revision/1 https://www.truetube.co.uk/resource/the-problem-of-evil/



		the ideas of free will and determinism. The last part of the topic looks at the different ways that belief in God can be expressed. This will look at both traditional and modern ideas. Skills: There are lots of opportunities for discussion and building the pupils' ability to justify their answers. This topic enables pupils to practice further their decoding of symbolism while building on evaluating how appropriate this might be.	https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zvnn3qt https://www.bbc.co.uk/bitesize/topics/zxwhg2p/articles/znhicqt https://www.bbc.co.uk/bitesize/topics/ztqncxs/articles/zycrdnb
Assessments		There is short, informal assessment at the end of the unit but most assessment comes from pupils' verbal input and discussion.	
2	Judaism as world view	Knowledge: In this topic, the pupils look at the origins of Judaism, linking to Moses. As well as the importance of Passover. Pupils explore the significance of the Torah and look in more depth at the 10 commandments with a focus on the first. Pupils also have the opportunity to consider what it is like being a Jew in the UK in the modern world. There is also time given to think about the historical persecution of the Jews and the impact that this has had on the religion. Skills:	https://www.bbc.co.uk/bitesize/topics/zdvtcxs https://www.bbc.co.uk/bitesize/topics/zri6hcw https://www.truetube.co.uk/resource/judaism-the-torah-scroll/ https://www.truetube.co.uk/resource/holy-cribs-the-synagogue/



		As well as a clear emphasis on symbolism again and a focus on grasping the link between belief and practise, there is also the opportunity to build skills of empathy, appreciation and try to consider the different lenses people in the world might look through. There are also lots of regular opportunities for building discussion skills.	
Assessments		There is short, informal assessment at the end of the unit but most assessment comes from pupils' verbal input and discussion. There is also a small group escape room task that focuses on information retrieval.	
3	Authority and Power	Knowledge: This topic looks at the protected characteristics through the lens of role models and amazing people. Pupils will get the opportunity to look at issues such as racism, disability, sexism, ageism and even key religious figures. At the end of the topic there is the chance for pupils to consider their own role model and think about how this has influenced or will influence them. Skills: This topic adds to the pupils' skills in empathy, tolerance and appreciation, as well as giving them the opportunity to see how individuals can make a difference in the world and hopefully see how they could too. As with previous topics there are lots of opportunities for discussion and building their analytical skills.	https://www.bbc.co.uk/bitesize/subjects/zj42fdm https://www.bbc.co.uk/bbcthree/article/1f4c71a6-1359-4241-9f91-7b0a1b5ac9a0 https://quizlet.com/blog/10-women-who-challenged-the-status-quo?lid=qaira2kcgui0



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CURRICULUM OVERVIEW: Religious Studies- Core

Assessment	There is short, informal assessment at the end of the unit but most assessment comes from pupils' verbal input and discussion.
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