



Religious Education and Citizenship Curriculum Map

<h3>Why do we teach Religious Education?</h3> <p>The teaching of Religious Education at Forest Hill School plays a significant role in the development of pupils' spiritual, moral and social development.</p> <p>RE helps to create active citizens by allowing students to make connections between religion and the world in which we live.</p> <p>As a department, we are proud to teach a curriculum that fosters the following skills and instils the following values:</p> <ul style="list-style-type: none">• Diversity• Rigour• Empathy• Collaboration• Resilience and growth• Curiosity, imagination and creativity	<h3>How do we teach Religious Education?</h3> <p>Students learn about religion and belief, deepening their knowledge and understanding of the major six world religions. Students also learn from religion and belief, developing skills which include the ability to evaluate the impact that religion has on society and its influence on the way in which think we think about the world. By asking intelligent questions, students build awareness of the communities in which they live and broaden their perspective by learning about communities on a global scale.</p> <p>Alongside independent work which is built into every RE lesson, discussion and debate are central to the curriculum, allowing students to unpick and explore moral and ethical questions in today's complex, modern world. It also builds on progression of key skills such creating balanced arguments based on reasoned justification. For example, when learning philosophy and ethics, students are asked to reflect on challenging disputes through different religious lenses and evaluate impact this has on morals and ethics in contemporary society.</p> <p>By GCSE students taking RE will be able to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter.</p>
<h3>What do we teach in Religious Education?</h3> <p>In Year 7 we focus on Abrahamic religions of Judaism, Christianity and Islam and then uses theology and/or social sciences to compare and contrast the similarities between these three religions.</p> <p>The Year 8 curriculum follows this format this time exploring Eastern religion; exploring Hinduism, Buddhism and Sikhism.</p> <p>By Year 9, students are using high order thinking to explore a set of philosophical themes; ethics religion and life, conflict and war and crime and punishment.</p> <p>At Key Stage 4, students use the AQA A examination board to consider the key issues and debates in Christianity and Islam and apply religion to a series of thematic topics.</p>	<h3>How is Religious Education personalised for our learners?</h3> <p>As an inner London school, it is especially relevant that students at Forest Hill demonstrate and develop respectful and open-minded thinking towards different faiths and belief systems.</p> <p>To reflect the demographic of the school we start learning about Abrahamic religions in year 7 so that a number of learners can draw upon prior and external knowledge, before we widen our scope to Eastern religions which for the majority of learners will be more unfamiliar.</p>



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Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	What is Judaism?	What is Christianity?	What is Islam?	What are Abrahamic stories and experiences?	What are my rights and responsibilities?	How do I become an active citizen in my community
Key learning questions	<ol style="list-style-type: none"> What is Religious Education? What are the origins of religion? What is Judaism? How do people identify as Jewish? What do Jewish people believe? Why are there different groups of Jews? What role does food play in Judaism? What is Mitzvot? 	<ol style="list-style-type: none"> What is Christianity? Why are there so many Christian denominations? What is the Trinity? Where do religious morals come from? Who was Jesus? What is stewardship in Christianity? 	<ol style="list-style-type: none"> What was life like in Arabia? Who was the prophet Mohammad? What are the Five Pillars of Islam? How do Muslims put their beliefs into action? What does it mean to be Muslim in the UK? 	<ol style="list-style-type: none"> How did the world begin? Why are stories important in religion? What are religious experiences? What is revelation? What is the significance of prayer in religion? What other religious stories are there? 	<ol style="list-style-type: none"> What is Citizenship? What are British values? What makes a great school? How are rules fair? What rights should children have? 	<ol style="list-style-type: none"> What is identity and community? What are community services? What makes a good citizen? How can change take place? What have films taught us about being a good citizen?
Concepts and skills	<ul style="list-style-type: none"> ➤ Origins of religion ➤ Nature of God ➤ Core beliefs ➤ Core teachings and religious texts ➤ Core practices ➤ Interpretations – the diversity of Judaism 	<ul style="list-style-type: none"> ➤ Origins of religion ➤ Nature of God ➤ Core beliefs ➤ Core teachings and religious texts ➤ Core practices ➤ Comparing religions ➤ Analysis - using bible stories as evidence 	<ul style="list-style-type: none"> ➤ Origins of religion ➤ Nature of God ➤ Core beliefs ➤ Core teachings and religious texts ➤ Core practices ➤ Islam in UK ➤ Comparing religions 	<ul style="list-style-type: none"> ➤ Contrasting and interpreting religious stories ➤ Creation myths ➤ Miracles ➤ Prayer ➤ Significance and relevance in the world today 	<ul style="list-style-type: none"> ➤ Concept of citizenship ➤ What it means to be a good citizen ➤ Rights ➤ Value in society 	<ul style="list-style-type: none"> ➤ How communities form ➤ Community action ➤ What makes up our identity ➤ Analysis of media
Assessment	Autumn assessment: 40-mark paper on Judaism	Green pen class assessment (20 marks)	Green pen class assessment (20 marks)	Comparative piece of writing in class	Timed 40-mark EOY exam on RE and Citizenship	Action research project / class presentation
Builds on	KS2 religious studies	KS2 religious studies	KS2 religious studies	Autumn 1,2 & Spring 1 Comparison of three Abrahamic faiths	KS2 Citizenship Year 7 PSHE links 'Living in the Wider world'	Year 7 Summer 1 and 2
Builds towards	Comparisons of Abrahamic faiths	Comparisons of Abrahamic faiths	Comparisons of Abrahamic faiths	Develop understanding of the links between major world faiths today	Year 10 PSHE 'Living in the Wider world'	Year 10 PSHE 'Living in the Wider world'



Religious Education and Citizenship Curriculum Map

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	What is Hinduism?	What is Buddhism?	What is Sikhism?	How do Dharmic religions express their faith in society?	What makes me a financially responsible citizen?	What is justice?
Key learning questions	1. What is Hinduism? 2. What do Hindu's believe? 3. What is Puja? 4. What are the four stages of life?	1. What is Buddhism? 2. What are the four noble truths? 3. What is the eight-fold path? 4. What Buddhist's believe about reincarnation/karma? 5. Why are there different groups of Buddhists? 6. How do Buddhists make moral decisions?	1. What is Sikhism? 2. What are the 5 Ks of Sikhism? 3. What is the Golden Temple? 4. What role do Sikhs play in modern Britain?	1. What do religions have in common? 2. Is religion important in everyday life? 3. Why are some places special for religious people? 4. What is the role of families in religion? 5. What do religious leaders do? 7. Why do some people live in religious communities?	1. Why do we have money? 2. What is the best way to save and spend your money? 3. What is the best way to save and spend your money?	1. How does the UK justice system work? 2. How does the law effect young people? 3. What does the police do and what are my rights? 4. How does youth courts work?
Concepts and skills	➤ Origins of religion ➤ Nature of God ➤ Core beliefs ➤ Core teachings and religious texts ➤ Core practices ➤ Hinduism in UK ➤ How to write paragraphs	➤ Origins of religion ➤ Nature of God ➤ Core beliefs ➤ Core teachings and religious texts ➤ Core practices ➤ Buddhism in UK ➤ Comparing religions ➤ Developing chains of reasoning	➤ Origins of religion ➤ Nature of God ➤ Core beliefs ➤ Core teachings and religious texts ➤ Core practices ➤ Sikhism in UK ➤ Comparing religions ➤ Conclusions ➤ Creating judgements	<u>Skill: Social science</u> ➤ Pilgrimage ➤ Religious leaders ➤ Religious communities ➤ Links to modern world and local community ➤ Contrasting beliefs ➤ Religious forms of expression	➤ History of currency ➤ Keeping control of money ➤ Credit/cards ➤ Savings and borrowing options ➤ Risk, interest rates and debt Research & analysis – planning practical citizenship actions	➤ History of crime and punishment ➤ How the law effects the young ➤ Role of the police ➤ Rights and public inquiries ➤ Youth courts Research & analysis – planning practical citizenship actions
Assessment	Autumn assessment: 40-mark paper on Hinduism	Green pen class assessment (20 marks)	Green pen class assessment (20 marks)	Comparative piece of writing in class	Timed 40-mark EOY exam on RE and Citizenship	Action research project / class presentation
Builds on		Links to previous religions studied – comparisons of key practices / beliefs	Links to previous religions studied – comparisons of key practices / beliefs	Autumn 1,2 & Spring 1 Comparison of three Dharmic faiths studied through key concepts	KS2 Citizenship Year 7 PSHCE links 'Living in the Wider world'	Summer 1 - Democracy
Builds towards	Comparisons between Dharmic faiths	Comparisons between Dharmic faiths	Comparisons between Dharmic faiths	Understanding the links between major world faiths today through a social science lens	Year 10 PSHCE 'Living in the Wider world'	Year 10 PSHCE 'Living in the Wider world'



Religious Education and Citizenship Curriculum Map

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	What is the relationship between religion and life?	What links religion to ethics, conflict and war?	How does religion respond to crime and punishment?	What is the philosophy of religion?	How does the democracy & government work?	What freedom and liberties do I have as a UK citizen?
	<ol style="list-style-type: none"> What are different views on the creation of the universe? What are religious views on the environment? What are the contrasting views on animal rights? What are different views on abortion? How do views on euthanasia differ? The afterlife 	<ol style="list-style-type: none"> Is violence necessary? What is a Just War? Extended writing “Is there such a thing as a Just War” Is it fair to call the Israel Palestine conflict a ‘religious war’? Why are some people pacifists? 	<ol style="list-style-type: none"> What is morality? Should young people be imprisoned? What are religious views on prisons? What are religious views on capital punishment? 	<ol style="list-style-type: none"> What is the argument of first cause? Can a watch prove God’s existence? Does being moral prove God exists? Does free will exist? How did Karl Marx critique religion? What is Humanism? 	<ol style="list-style-type: none"> What type of political system exists in the UK? How do government and parliament differ? What role does the monarchy play in parliamentary democracy? How do you become an MP or Peer? 	<ol style="list-style-type: none"> What sort of world do you want to live in? How free should the free press be? CCTV
Key concepts & skills	<ul style="list-style-type: none"> ➤ Creationism ➤ Genesis v Big Bang ➤ Environmentalism ➤ Abortion ➤ Euthanasia ➤ Animal Rights ➤ Analyse and evaluate aspects of religion and belief, including their significance and influence. 	<ul style="list-style-type: none"> ➤ Violence ➤ Just War ➤ Holy War ➤ Case studies: WWII, Syria, Israel/Palestine ➤ Pacifism and conscientious objectors ➤ Analyse and evaluate religion and belief, including significance and influence. 	<ul style="list-style-type: none"> ➤ Law v morals ➤ Young offenders ➤ Prison system ➤ Religious views on crime ➤ Analyse and evaluate aspects of religion and belief, including their significance and influence. 	<ul style="list-style-type: none"> ➤ Skill: Philosophy ➤ What is philosophy ➤ Aristotle / Plato ➤ Design argument (Paley) and Darwin ➤ First cause (Aquinas) ➤ Morality (Kant) ➤ Free will ➤ Philosophical analysis of texts and scholars 	<ul style="list-style-type: none"> ➤ History of democracy ➤ UK democracy ➤ Non-democratic counties ➤ Elections and voting ➤ Political parties ➤ Referendums (EU Referendum) ➤ Campaigning ➤ Creating balanced arguments 	<ul style="list-style-type: none"> ➤ Participation in democracy ➤ Democracy and the right to protest ➤ The free press ➤ CCTV and surveillance ➤ Education ➤ Links to democracy ➤ Research & analysis – planning practical citizenship actions
Assessment	Year 9 assessment week: Dharmic religions, religion and life, Just War	Extended writing: Is there such a thing as a Just War?	Green pen class assessment (20 marks)	Class piece of writing (12-mark question)	Timed 40-mark EOY exam on RE and Citizenship	Action research project / class presentation
Builds on	Comparison of key religions studied in Y7& 8 to a moral/ethical theme Life after Death	Comparison of key religions studied in Y7& 8 to a moral/ethical theme Religious texts	Comparison of key religions studied in Y7 and 8 to a moral/ethical theme Ethics	Comparison of key elements studied over HT1-3	KS2 Citizenship Year 7 PSHCE links ‘Living in the Wider world’	Summer 1 - Democracy
Builds towards	Developing thematic skills (religious, philosophical & ethical)	Developing thematic skills (religious, philosophical & ethical)	Developing thematic skills (religious, philosophical & ethical)	Philosophical enquiry into morality and religion	Year 10 PSHCE ‘Living in the Wider world’	Year 10 PSHCE ‘Living in the Wider world’



Religious Education and Citizenship Curriculum Map

Year 10 RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	What do Christians teach and believe?	How do Christians practice their faith?	What do Muslims teach and believe?	What do Muslims teach and believe?	How do Muslims practice their faith?	Relationships and Family
Key concepts & skills	<ul style="list-style-type: none"> ➤ Nature of God ➤ Suffering ➤ Trinity ➤ Creationism ➤ Role of Jesus; crucifixion & resurrection ➤ Life after death; heaven, hell and salvation ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ Worship ➤ Prayer ➤ Baptism ➤ Communion ➤ Pilgrimage ➤ Festivals ➤ Church growth ➤ Local community and global activism ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ Nature of God ➤ Sunni and Shi'a ➤ Angels ➤ Life after death; predestination ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ Prophethood ➤ Adam, Ibrahim and Muhammad ➤ Holy Books ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ 5 Pillars ➤ Salah ➤ Sawm ➤ Zakah ➤ Hajj ➤ Jihad ➤ Festivals ➤ Ahura ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ Nature of families ➤ Purpose of families ➤ Gender Equality ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence
Summative Assessment	Timed Paper 1: Christianity; Beliefs Paper (SAM 1)	Timed Paper 1: Christianity; Practices Paper (SAM 1)	In class assessment (24 marks)	Timed Paper 1: Islam; Beliefs Paper (SAM 1)	Timed Paper 1: Islam; Practices Paper (SAM 1)	CENTRE ASSESSMENT AQA A Paper 1 2020 Option 3 Christianity Option 5 Islam
Builds on	Links to Year 8 HT2	Links to Year 8 HT2	Links to Year 8 HT3	Links to Year 8 HT3	Links to Year 8 HT3	Links to Year 9 HT1
Builds towards	Paper 1: Christianity, Beliefs and teachings (HT2)	Paper 1: Christianity, Practices HT3	Paper 1: Islam, Beliefs and teachings HT4	Paper 1: Islam, Practices HT5	Paper 1 Mock exams	Paper 2: Thematic studies A



Religious Education and Citizenship Curriculum Map

Year 11 RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key content	Theme D: Religion, Peace and Conflict	Theme F: Religion, Human Rights and Social Justice	Theme E: Religion, Crime and Punishment	REVISION	REVISION
Key concepts & skills	<ul style="list-style-type: none"> ➤ Violence, protest and terrorism ➤ Reasons for war ➤ Just War ➤ Holy War ➤ Pacifism ➤ Victims of War ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ Human Rights ➤ Social justice ➤ Religious freedom ➤ Prejudice/discrimination ➤ Status & role of women ➤ Wealth ➤ Exploitation ➤ Charity ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ Reasons for crime ➤ Lawbreakers ➤ Suffering ➤ Punishment ➤ Treatment of criminals ➤ AO1: Demonstrate knowledge and understanding of religion ➤ AO2: Analyse & evaluate aspects of religion and belief, including their significance and influence 	<ul style="list-style-type: none"> ➤ Exam technique ➤ Practice questions 	<ul style="list-style-type: none"> ➤ Exam technique ➤ Practice questions
Summative Assessment	Timed Paper 2 Section D (SAM 1)	CENTRE ASSESSMENT AQA A Paper 1 2019 Option 3 Christianity Option 5 Islam Paper 2: 2019 ½ paper: Themes D and A	Timed Paper 2 Section E (SAM 1)	CENTRE ASSESSMENT AQA A Paper 1 2021 Option 3 Christianity Option 5 Islam Paper 2 2021 Thematic studies	
Builds on		Links to Year 9 HT2 Citizenship, Year 8 HT5	Links to Year 9 HT3 Citizenship, Year 8 HT5	Links to Year 9 HT3 and Citizenship, Year 8 HT5	
Builds towards		Paper 2: Thematic studies C	Paper 2: Thematic studies D	Paper 2: Mock Exam	Paper 1 & 2 Revision

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