

RELIGIOUS STUDIES

2026 – 2027



THE GRANGE SCHOOL



Religious Studies – Year 7

Key Learning Objectives	- Students to explore the six major religions in the world, with an in depth understanding of each religion's beliefs, teachings and practices. - Students will look at the six major faiths by looking at big questions linking to lesson content that spark debate and discussion. - Students will develop an understanding of the significance of religion and why religion is still important in the 21st century. - To promote a respectful culture amongst students to value culture, religion and to promote tolerance.
Curriculum Content: Students will focus on two main big questions each term.	
Autumn term 1st Half	What is our place in the universe and what are the 6 major religions in the world? - Understanding what a worldview is and the importance of religion and beliefs in the 21st century. - Learning the 6 major religions around the world and their beliefs and practices.
Autumn term 2nd Half	
Spring term 1st Half	Do our actions affect our future and how fun and important are religious festivals? - How impactful are our actions and what do religions think of our actions and consequences? Do these impact us after life? - What are the main religious festivals within the 6 major religions and what is the significance of celebrating these festivals.
Spring term 2nd Half	
Summer term 1st Half	How important is love and forgiveness and why do we suffer? - Understanding the importance of forgiveness within major world religions. - To learn the Christian parables linking to good actions and forgiveness. - Explore the Buddhist perspective of the Four Noble truths and the Eightfold path.
Summer term 2nd Half	
Assessments	A Key term assessment is conducted every half term. An extended writing task will be set every other term to assess students' knowledge and test understanding and application.
Homework Structure	Reading, revision and research creation of a knowledge organiser to recap learning.
School-based enrichment opportunities	Assemblies, Heavy focus on religious festivals in Spring term.
Resources available for home-based study	Visiting websites – Facts about Christianity – KS3 Religious Studies – BBC Bitesize Facts about Islam – KS3 Religious Studies – BBC Bitesize Facts about Judaism - KS3 Religious Studies - BBC Bitesize Facts about Buddhism – KS3 Religious Studies – BBC Bitesize Facts about Hinduism – KS3 Religious Studies – BBC Bitesize Key facts about Sikhism – KS3 Religious Studies – BBC Bitesize Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize www.world-faiths.com www.rsweb.org.uk

Religious Studies – Year 8

Key Learning Objectives	• To examine and explore the key concepts of new religious movement. (NRM) • To gain understanding of the 6 major religions core beliefs through a thematic approach.
Curriculum Content: Students will focus on two main big questions each term.	
Autumn Term 1st Half	Why are new spiritualities emerging? • Zoroastrianism • Rastafarianism • Bahai's beliefs • Humanism
Autumn Term 2nd Half	Why should we value ethics? • Utilitarianism • Situation ethics • Natural law • Medical ethics
Spring Term 1st Half	How important is equality? • The holocaust • The Golden rule • The Eightfold path
Spring Term 2nd Half	Is religion relevant? • Religion and gender equality • Islamophobia • Religion and equality
Summer Term 1st Half	Is religion dangerous? • Extremism • Terrorism • War and conflict • Forgiveness
Summer Term 2nd Half	Do we need religion if we have science? • Creationsim vs evolution • Humans' vs robots • Humans' vs animals • Artificial intelligence
Assessments	A Key term assessment is conducted every half term.
Homework Structure	An extended writing task will be set every other term to assess students' knowledge ad test understanding and application.
School-based enrichment opportunities	Assemblies Guest Speaker focusing on Humanism.

**Resources
available for
home-based
study**

Visiting websites –

[Facts about Christianity – KS3 Religious Studies – BBC Bitesize](#)

[Facts about Islam – KS3 Religious Studies – BBC Bitesize](#)

[Facts about Judaism - KS3 Religious Studies - BBC Bitesize](#)

[Facts about Buddhism – KS3 Religious Studies – BBC Bitesize](#)

[Facts about Hinduism – KS3 Religious Studies – BBC Bitesize](#)

[Key facts about Sikhism – KS3 Religious Studies – BBC Bitesize](#)

[Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize](#)

[www.world-faiths.com](#)

[www.rsweb.org.uk](#)

Religious Studies – Year 9

Key Learning Objectives	• To explore thematic topics in line with everyday life situations. • To consider what our moral duty is and whether we have a responsibility towards others.
Curriculum Content: Students will focus on two main big questions each term.	
Autumn Term 1st Half	Should Humans have rights? • Human rights, social justice, prejudice and discrimination. • Religious freedom, Race and disability • The status and role of women within religion. • Religious teachings on wealth. • Exploitation of the poor and the role of charities. How important are relationships? • Human sexuality, Sex before marriage, Contraception & family planning. • Marriage, Divorce and remarriage, nature of families. • Purpose of families. • Attitudes to gender equality.
Autumn Term 2nd Half	
Spring Term 1st Half	Why is Buddhism becoming popular in the west? • The four noble truths – suffering • Places of worship • Types of meditation • Festivals – Wesak, Parinirvana day • Karma and rebirth • 5 moral precepts • Metta and Karuna • 6 perfections
Spring Term 2nd Half	
Summer Term 1st Half Summer Term 2nd Half	Can humans always be moral? • Moral argument • Utilitarianism • Moral actions • Poverty • Wealth • Animal rights Humanism: • Exploring the nature of a non-religious worldview • The main beliefs of humanism • The place of humanism in society
Assessments	A Key term assessment is conducted every half term. An extended writing task will be set every other term to assess students' knowledge and test understanding and application.
Homework Structure	Reading, revision and research creation of a knowledge organiser to recap learning.
School-based enrichment opportunities	Assemblies, Focus on mindfulness in spring term within the study of Buddhist practices.
Resources available for home-based study	Films: "Schindler's List"; "Life is Beautiful"; "Boy in the Striped Pyjamas"; "The Pianist", "I have never forgotten you". God's Not Dead Books: Who ordered the universe by Nick Hawkes; God in the Lab by Ruth M Bancewicz

Religious Studies – GCSE

Course Details	Exam Board: AQA Level: GCSE Examination Structure: Paper 1 – Christianity and Buddhism 1hr 45 minutes (50% of the grade) Paper 2 – Thematic paper 1hr 45 minutes (50% of the grade)
Key Learning Objectives	• Explore the practices and beliefs of the Buddhist philosophy and the Christian and Islamic faiths. • Understanding key themes of Relationships and families, Religion peace and conflict, Crime and punishment and Human rights within the thematic paper.
Curriculum Content – Year 10	
Autumn Term (September – December)	Beliefs and Teachings– Christianity • Nature of God. • Concept of God as a Trinity of persons. • Different Christian beliefs on creation. • Agape. • Jesus Christ- significance for Christians, teachings, role, sources of wisdom, etc. • Incarnation, Crucifixion, Resurrection and Ascension. • The concept of sin and salvation. • Christian beliefs on afterlife and judgement. • Heaven, hell and purgatory. • Role of Christ in salvation. Practices – Christianity • Worship, prayer and Sacraments. • The role and importance of pilgrimage and celebrations to Christians. • The role of the church in the local community. (Food banks and Street pastors) • Church growth. • The role of the church in the wider world. • Christian persecution. • The Church’s response to poverty.
Spring Term (January - April)	Relationships and Families: • Human sexuality, Sex before marriage, Contraception & family planning. • Marriage, Divorce and remarriage, nature of families. • Purpose of families. • Attitudes to gender equality.
Summer Term (May - July)	Human Rights • Human rights, social justice, prejudice and discrimination. • Religious freedom, Race and disability • The status and role of women within religion. • Religious teachings on wealth. • Exploitation of the poor and the role of charities. Peace and conflict • Violence, protest and terrorism. • Reasons for war and WMDs. • Just war and Holy war. • Pacifism and religious responses to victims of war.

Curriculum Content – Year 11	
Autumn Term (September – December)	Beliefs and Teachings– Buddhism: • The concept of Dhamma (Dharma). • The concept of dependent arising (paticcasamupada). • The Three Marks of Existence: • The human personality, in the Theravada and Mahayana traditions • The Four Noble Truths • The Eightfold path Practices – Buddhism • Places of worship • Buddhist festivals • Ethical teachings • The six perfections in the Mahayana tradition
Spring Term (January - May)	Crime and punishment • Crime and punishment. • Reasons for crime. • Lawbreakers and different types of crime. • Three main aims of punishment. • Suffering and causing suffering to others. • Treatment of criminals – prison, corporal punishment, community service • Forgiveness • Capital punishment
Assessments	A mid topic assessment will take place halfway through the content to check student understanding of key terminology and religious teachings. A formal assessment based on GCSE exam questions and graded according to GCSE criteria will take place approximately once per term. Additionally, mock examinations will take place in accordance with the school calendar.
Homework / independent study	Homework is set on Seneca learning.
School-based enrichment opportunities	Assemblies Class based focus on religious festivals
Resources available for home-based study	“AQA GCSE Religious Studies textbooks and revision guides. Exodus – The Bible Websites: www.reonline.org.uk Watch – The Little Buddha

Religious Studies - GCSE

Course Details	Exam Board: AQA Level: GCSE Examination Structure: Paper 1 – Christianity and Islam 1hr 45 minutes (50% of the grade) Paper 2 – Thematic paper 1hr 45 minutes (50% of the grade)
Key Learning Objectives	• Explore the practices and beliefs of the Buddhist philosophy and the Christian and Islamic faiths. • Understanding key themes of Relationships and families, Religion peace and conflict, Crime and punishment and Human rights within the thematic paper.
Curriculum Content – Year 10	
Autumn Term (September – December)	Beliefs and Teachings– Christianity • Nature of God. • Concept of God as a Trinity of persons. • Different Christian beliefs on creation. • Agape. • Jesus Christ- significance for Christians, teachings, role, sources of wisdom, etc. • Incarnation, Crucifixion, Resurrection and Ascension. • The concept of sin and salvation. • Christian beliefs on afterlife and judgement. • Heaven, hell and purgatory. • Role of Christ in salvation. Practices – Christianity • Worship, prayer and Sacraments. • The role and importance of pilgrimage and celebrations to Christians. • The role of the church in the local community. (Food banks and Street pastors) • Church growth. • The role of the church in the wider world. • Christian persecution. • The Church’s response to poverty.
Spring Term (January - April)	Relationships and Families: • Human sexuality, Sex before marriage, Contraception & family planning. • Marriage, Divorce and remarriage, nature of families. • Purpose of families. • Attitudes to gender equality.
Summer Term (May - July)	Human Rights • Human rights, social justice, prejudice and discrimination. • Religious freedom, Race and disability • The status and role of women within religion. • Religious teachings on wealth. • Exploitation of the poor and the role of charities. Peace and conflict • Violence, protest and terrorism. • Reasons for war and WMDs. • Just war and Holy war. • Pacifism and religious responses to victims of war.

Curriculum Content – Year 11	
Autumn Term (September – December)	Beliefs and Teachings– Islam: • Oneness of God (Tawhid) • Branches of Islam (Sunni and Shia) • The nature of God. • Prophethood (Risalah). • Books (Kutub). • Angels (Malaikah). • Predestination. • Life after death. The importance of practices. • Muhammad and the Imamate. Practices – Islam • The five pillars • Salah • Sawm • Zakah • Hajj • Jihad • Id-ul-Fitr • Id-ul-Adha • Ashura
Spring Term (January - May)	Crime and punishment • Crime and punishment. • Reasons for crime. • Lawbreakers and different types of crime. • Three main aims of punishment. • Suffering and causing suffering to others. • Treatment of criminals – prison, corporal punishment, community service • Forgiveness • Capital punishment
Assessments	A mid topic assessment will take place halfway through the content to check student understanding of key terminology and religious teachings. A formal assessment based on GCSE exam questions and graded according to GCSE criteria will take place approximately once per term. Additionally, mock examinations will take place in accordance with the school calendar.
Homework / independent study	Homework is set on Seneca learning.
School-based enrichment opportunities	Assemblies Class based focus on religious festivals
Resources available for home-based study	“AQA GCSE Religious Studies textbooks and revision guides. Extra topics are on The Grange VLE. Websites: www.reonline.org.uk Related reading: Exodus – The Bible (story of Moses) The story of the Prophet Mohammed The Easter Story

Religious Studies – A-Level

Course Details	Exam Board: OCR Level: A-Level Examination Structure: Paper 1: Philosophy of Religion – 2 hrs (33%) Paper 2: Religion and Ethics - 2 hrs (33%) Paper 3: Developments in Religious thought - 2 hrs (33%) Coursework / Controlled Assessment: N/A
Key Learning Objectives	The course is designed to stretch and challenge you to ensure that you reach your full potential. It will encourage you to develop your higher thinking skills, intellectual progress, and independent enquiry. This course offers you the opportunity to ask meaningful questions about the world around you, understand the influence of philosophy on modern thinking and the concepts of good, bad, right and wrong. It also offers you the opportunity to explore religious beliefs, values and teachings, sources of wisdom and authority and practices that shape and express religious identity.
Curriculum Content – Year 12	
Autumn Term (September – December)	Philosophy of religion - Ancient philosophical influences. - The nature of the soul, mind and body. - Arguments about the existence or non-existence of God. - The nature and impact of religious experience. - The challenge for religious belief of the problem of evil.
Spring Term (January - April)	Religion and ethics - Normative ethical theories. - The application of ethical theory to two contemporary issues of importance. Developments in religious thought - Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world. - Sources of religious wisdom and authority. - Practices which shape and express religious identity, and how these vary within a tradition.
Summer Term (May - July)	Philosophy of religion - Ideas about the nature of God. - Issues in religious language.
Curriculum Content – Year 13	
Autumn Term (September – December)	Religion and ethics - Ethical language and thought. - Debates surrounding the significant idea of conscience. - Sexual ethics and the influence on ethical thought of developments in religious beliefs.
Spring term (January - May)	Developments in religious thought - Significant social and historical developments in theology and religious thought. - Key themes related to the relationship between religion and society.
Assessments	Regular in-class and homework essays. Students will have regular assessments at the conclusion of each-sub topic.
Homework / independent study	Homework will be set on a weekly basis. At least one hour of extra reading per week is expected.
Resources available for home-based study	Resources on VLE Books to buy- OCR Textbooks by Ahluwalia and Bowie Optional Books to help with study Confessions by Aquinas Briefly Situation ethics by David Mills Daniel