

Broomfield School Curriculum Overview Year 7 – Religious Studies



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Expressions of faith: How are our faiths expressed? Content: The use of symbols used in religion and how they use them in art. The beginnings of religion. Being a good teacher and understanding what non-Christian religions think about Jesus. Understanding what can be found in a place of worship and in the homes of some religious people. Concepts: Developing ideas of how religious people express their faith through the use of symbols, art and place of worship across all 6 world religions. Knowledge: Interpretation of religious symbols. Understanding how religions can be expressed through teaching, places of worship and art. Linking each, and comparing the different 6 world religions to each topic.</p> <p>How are our faiths expressed? How are symbols used in religion? How did the religions start? What makes a good teacher? What do non-Christian religions think at will about Jesus?</p>	World Religions: The Great Faiths Explored & Explained by John Bowker
Half Term 2 (Nov-Dec)	<p>How do religions use symbols in art? What will you find in a place of worship? What will you find in the homes of some religious people?</p>	World Religions: The Great Faiths Explored & Explained by John Bowker
Half Term 3 (Jan-Feb)	<p>Meaning and Purpose: Who am I and what do I believe? Content: Answering the big questions like; Who am I? Where do I belong? What is faith? What is religion? Who or what is God? What is life? Did the universe have a beginning and will it have an end? Concepts: Understanding beliefs and teachings about meaning and purpose by looking at ourselves and the importance of God in the universe. Knowledge: Using the beliefs and ideas from all 6 world religions to help us understand who we are, where we belong in society and understanding the basis of our individual belief systems.</p> <p><u>Who am I and what do I believe?</u> Who am I? Where do I belong? What is faith?</p>	Fiction The Little Prince by Antoine de Saint-Exupéry
Half Term 4 (Feb-Mar)	<p>What is religion? Who or what is God? What is life? Did the universe have a beginning and will it have an end?</p>	Theo's Odyssey by Catherine Clement
Half Term 5 (Apr-May)	<p>Ethics and values: How do I make my moral decisions? Content: Understanding the difference between right and wrong when making ethical decisions. Understanding the</p>	Theo's Odyssey by Catherine Clement

	<p>Golden Rule? And how we can use that along with love and justice to solve moral dilemmas. Also looking at why forgiveness is important.</p> <p>Concepts: Considering the methods of moral decision making.</p> <p>Knowledge: Developing philosophical skills and analysing what the 6 world religions teach about the process of moral decision making.</p> <p><u>How do I make my moral decisions?</u> How do we know right from wrong? What makes something good? What is the Golden Rule? What is a moral dilemma? How can you solve a moral dilemma? What is love? What is justice? Why is forgiveness important?</p>	
<p>Half Term 6 (Jun-Jul)</p>	<p>Community:</p> <p>Content:Survey of the religions in the class/school and comparing them to Brent/England. Analysing the data. Looking at the local community amenities for interfaith and secular groups.</p> <p>Concepts: Understanding the community around us and how we fit into it.</p> <p>Knowledge: Analysing local data about the world religions on a local level. Becoming familiar with the community and how we fit into it.</p> <p><u>What can we learn from the religions in our community?</u> What is community What beliefs do we have? How do we worship within our religions? What are our places of religious worship? How has Enfield changed? What are the benefits of a multifaith community?</p>	<p>Alice's Adventures in Wonderland by Lewis Carroll.</p>

<p>Examples of Home Learning Tasks</p>	<p>Research Questionnaires Writing Poems Designing cards Extended writing</p>
<p>Assessment Tasks, Methods & Frequency</p>	<p>There will be recap of previous lessons at the beginning of a new lesson. There will also be an extended writing task after 4 lessons in each unit and an end of unit assessment which will include open and closed questions.</p>
<p>Equipment that Students Need</p>	<p>Exercise books, pens (black and green) glue</p>

<p>Parent / Carers can help their child by:</p>	<p>It is important that the students understand what they believe and why others have different beliefs so it is important that parents talk to their child about what they have been learning and compare it to what and how they may believe relating to each topic.</p>
<p>Useful Websites</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p>

Extra-Curricular Activities & Career Opportunities

Career opportunities:

- the church and other religious organisations
- national and local government, including the Civil Service and government agencies, as well as non-governmental organisations (NGOs)
- schools, colleges and universities (for teaching, research and administrative positions)
- charities, voluntary and not-for-profit organisations
- social services and other caring professions
- financial and legal firms
- the National Health Service (NHS) in a management or administration role
- publishing and media companies
- PR, advertising, sales and marketing companies.

Who Can I Contact?	Head of Religious Studies	Mrs L Green
	Teachers of Year 7 Religious Studies	Mrs Green Ms Backham Mr Dixon Mr Gallagher

Broomfield School Curriculum Overview Year 8 – Religious Studies



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Expressions of faith:</p> <p>Content: Comparing the reasons why religions have special books, how religious people celebrate and why some people fast. Understanding the rites of passage of birth, marriage and death.</p> <p>Concepts: Developing ideas of how religious people express their faith through the use of celebration and the rites of passage across all 6 world religions.</p> <p>Knowledge: The understanding of the importance of religious texts and the practices of religious life. Comparing the different rites of passage across all 6 world religions</p> <p>What is your spiritual journey? Why do religions have special books? How do people celebrate? Why do some people fast?</p>	World Religions: The Great Faiths Explored & Explained by John Bowke
Half Term 2 (Nov-Dec)	<p>How is life like a journey? How do people celebrate the birth of a baby? Is marriage important? How do people respond to death?</p>	Who Let the Gods Out? by Maz Evans
Half Term 3 (Jan-Feb)	<p>Meaning and Purpose:</p> <p>Content: Answering some of the big philosophical questions such as; who am I and where did life come from. Considering what religious people think the purpose of life is and whether our body is a temple. Also understanding and comparing what the 6 world religions teach about death, the soul and reincarnation.</p> <p>Concepts: Dualism, physicalism and holism. The self and the body and soul. Life after death- resurrection/ reincarnation</p> <p>Knowledge: Understanding what the 6 world religions teach on these topics and being able to compare them with each other along with comparing them to our own ideas.</p> <p>What makes me, Me? Religion and science, are they in conflict? Where did life come from? What do religious people think about evolution? Are humans special?</p>	The Hobbit by JRR Tolkien
Half Term 4 (Feb-Mar)	<p>Is there a purpose to life? What is death? What is the soul?</p>	Would You Rather Book for Kids by Dave R. Williams
Half Term 5 (Apr-May)	<p>Ethics and Values:</p>	The Dark Materials trilogy by Philip Pullman

	<p>Content: Considering the rights of all humans in society and religiously. Understanding what the 6 world religions teach about punishment and defending rights. Also understanding what is taught about responsibility towards the planet, each other and animals.</p> <p>Concepts: Human rights and religious rights. Comparing the teachings of the 6 world religions about responsibility, stewardship and defending the rights of people and animals.</p> <p>Knowledge: Understanding what the 6 world religions teach on these topics and being able to compare them with each other along with comparing them to our own ideas.</p> <p><u>What rights do Humans have?</u></p> <p>Do humans have rights? Are there religious rights? Why are people punished? What is capital punishment? How can people defend their rights? Do animals have rights? Are we responsible for planet earth? Are rich people responsible for poor people?</p>	
<p>Half Term 6 (Jun-Jul)</p>	<p>Faith in the Community:</p> <p>Content: Understanding what is meant by charity and comparing what the 6 world religions teach about charity, good deeds and helping the vulnerable. Examining key figures and international charities, their aims and roles, who they help, what they do and what motivates them.</p> <p>Knowledge: Defining 'charity'. Comparing the 6 world religions teaching on charity. Examining UNICEF, NSPCC, Oxfam and WWF.</p> <p><u>Giving: what is its purpose?</u></p> <p>What is gift giving? Do we owe something to others? What is charity? Why should religious people give to charity? What is the purpose of giving to charity? What is zakat? What do charities do? Does charity work?</p>	<p>The Sage Train by Nicky Hansell</p>

<p>Examples of Home Learning Tasks</p>	<p>Research Questionnaires Writing Poems Designing cards Extended writing</p>
<p>Assessment Tasks, Methods & Frequency</p>	<p>There will be recap of previous lessons at the beginning of a new lesson. There will also be an extended writing task after 4 lessons in each unit and an end of unit assessment which will include open and closed questions.</p>
<p>Equipment that Students Need</p>	<p>Exercise books, pens (black and green) glue</p>

Parent / Carers can help their child by:	It is important that the students understand what they believe and why others have different beliefs so it is important that parents talk to their child about what they have been learning and compare it to what and how they may believe relating to each topic.
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zh3rkqt
Extra-Curricular Activities & Career Opportunities	<p>Career opportunities:</p> <ul style="list-style-type: none"> ● the church and other religious organisations ● national and local government, including the Civil Service and government agencies, as well as non-governmental organisations (NGOs) ● schools, colleges and universities (for teaching, research and administrative positions) ● charities, voluntary and not-for-profit organisations ● social services and other caring professions ● financial and legal firms ● the National Health Service (NHS) in a management or administration role ● publishing and media companies ● PR, advertising, sales and marketing companies.

Who Can I Contact?	Head of Religious Studies	Mrs L Green
	Teachers of Year 8 Religious Studies	Mrs Green Ms Backham

Broomfield School Curriculum Overview Year 9 – Religious Studies



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Expressions of Faith: Content: Religious/ holy places and their importance, including Israel/Palestine and India? Understanding who are religious leaders and the role of women as leaders. The influence religious leaders have on the world.</p>	<p>World Religions: The Great Faiths Explored & Explained by John Bowke</p>

	<p>Concepts: Developing ideas of how religious people express their faith through the importance of religious places and religious leaders across the 6 world religions.</p> <p>Knowledge: Know the importance of holy places and religious leaders around the world across all 6 world religions. To understand and compare the role of religious leaders and their influence in today's society.</p> <p><u>How can religious leaders influence our society?</u> Why are some places special for religious leaders? Why is Israel/Palestine so important? What holy places are there in India?</p>	
Half Term 2 (Nov-Dec)	What makes a good leader? Who are religious leaders? Can women be religious leaders? How have religious leaders influenced the world?	Are You There God? It's Me, Margaret by Judy Blume
Half Term 3 (Jan-Feb)	<p>Meaning and Purpose:</p> <p>Content: Answering some of the big philosophical questions such as; Where does our knowledge come from and does God exist? Why are people religious and are people free to choose and why do people suffer? Also understanding and comparing what the 6 world religions teach about questions.</p> <p>Concepts: The problem of evil and suffering, the existence of God and Freewill.</p> <p>Knowledge: Understanding what the 6 world religions teach on these topics and being able to compare them with each other along with comparing them to our own ideas.</p> <p><u>If God exists, why do we suffer?</u> Where does our knowledge come from? Where do our ideas come from? Why do people say God exists?</p>	The Sage Train by Nicky Hansell
Half Term 4 (Feb-Mar)	Why are people religious? Are we free to choose? Why do people suffer? When are the beginning and end of life?	Theo's Odyssey by Catherine Clement
Half Term 5 (Apr-May)	<p>Ethics and Values:</p> <p>Content: Learning the beliefs from the 6 world religions about conflict and war, specifically in Israel/Palestine. Considering pacifism and terrorism and their place in religion and society. Also examining the role the media plays in portraying religion.</p> <p>Concepts: War and Conflict. The Just war theory, pacifism and terrorism.</p> <p>Knowledge: Understanding what the 6 world religions teach on these topics and being able to compare them with each other along with comparing them to our own ideas.</p> <p><u>Is it ever right to kill?</u> Whose life is it?</p>	Sophie's World by Jostein Gaarder

	<p>Can war ever be justified? What is jihad? What is pacifism? Why is there conflict in Israel/Palestine? Can Terrorists be religious? How is religion portrayed in the media?</p>	
<p>Half Term 6 (Jun-Jul)</p>	<p>Rights and responsibilities:</p> <p>Concepts: Learning the ways in Christians work out how to make moral decisions based on a range of moral authorities available to them.</p> <p>Content: Moral authorities such as the Bible, conscience, the Church and the theory of situation ethics.</p> <p>Knowledge: Moral authorities; the bible, the church, conscience and situation ethics.</p> <p><u>How are moral decisions made?</u></p> <p>The Seal of the Prophets What is the Quran? How do Muslims express their faith? How do Christians use the Bible The church</p>	<p>The Hobbit by JRR Tolkien</p>

<p>Examples of Home Learning Tasks</p>	<p>Research Questionnaires Writing Poems Designing cards Extended writing</p>
<p>Assessment Tasks, Methods & Frequency</p>	<p>Variety of Summative and formative assessments</p>
<p>Equipment that Students Need</p>	<p>Exercise books, pens (black and green) glue</p>

<p>Parent / Carers can help their child by:</p>	<p>It is important that the students understand what they believe and why others have different beliefs so it is important that parents talk to their child about what they have been learning and compare it to what and how they may believe relating to each topic.</p>
<p>Useful Websites</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p>
<p>Extra-Curricular Activities & Career Opportunities</p>	<p>Career opportunities:</p> <ul style="list-style-type: none"> ● the church and other religious organisations ● national and local government, including the Civil Service and government agencies, as well as non-governmental organisations (NGOs) ● schools, colleges and universities (for teaching, research and administrative positions) ● charities, voluntary and not-for-profit organisations ● social services and other caring professions ● financial and legal firms ● the National Health Service (NHS) in a management or administration role ● publishing and media companies ● PR, advertising, sales and marketing companies.

Who Can I Contact?	Head of Religious Studies	Mrs L Green
	Teachers of Year 9 Religious Studies	Mrs Green Ms Backham Mr Leith

Broomfield School Curriculum Overview Year 10 – Religious Studies (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Religion and Ethics, Christianity: Christian Beliefs</p> <p>Content: In depth study of Christianity, its beliefs and teachings on life</p> <p>Concepts: Reflect upon the links between beliefs and the teachings of Christianity within the context of the British Society, highlighting the significance and importance of various beliefs and practices to Christians today</p> <p>Knowledge: The Trinity, Biblical account of creation, Incarnation, resurrection, Salvation and the role of Christ, Eschatology, Problem of Evil and its solutions</p>	The name of the Rose by Umberto Eco
Half Term 2 (Nov-Dec)	A continuation of the previous half term	An introduction to Christianity by Alister McGrath
Half Term 3 (Jan-Feb)	<p>Religion and Ethics, Christianity Marriage and family</p> <p>Content: In depth study of Christianity, its beliefs and teachings on life</p> <p>Concepts: Reflect upon the links between beliefs and the teachings of Christianity within the context of the British Society, highlighting the significance and importance of various beliefs and practices to Christians today</p> <p>Knowledge: Purpose of Marriage, sexual relationships, families, support in the community, contraception, divorce, Gender roles, and equality</p>	Mere Christianity by CS Lewis

Half Term 4 (Feb-Mar)	A continuation of the previous half term	Crime and Punishment by Fyodor Dostoyevsky
Half Term 5 (Apr-May)	<p>Religion and Ethics, Christianity Living the religious life Content: In depth study of Christianity, its beliefs and teachings on life Concepts: Reflect upon the links between beliefs and the teachings of Christianity within the context of the British Society, highlighting the significance and importance of various beliefs and practices to Christians today Knowledge: Worship, liturgy, role of the sacraments, nature and purpose of prayer, pilgrimage, celebrations, the future of the Church, local and worldwide.</p>	Brave New World by Aldous Huxley
Half Term 6 (Jun-Jul)	<p>Religion and Ethics, Christianity Matters of Life and Death Content: In depth study of Christianity, its beliefs and teachings on life Concepts: Reflect upon the links between beliefs and the teachings of Christianity within the context of the British Society, highlighting the significance and importance of various beliefs and practices to Christians today Knowledge: Origins and values of the universe, Christian response to explanations such as evolution, sanctity of life, abortion, death and life after death, nature of the world, euthanasia, stewardship</p>	Revision guides

Examples of Home Learning Tasks	Research Practise GCSE style questions
Assessment Tasks, Methods & Frequency	A variety of summative and formative assessments. Practice GCSE questions
Equipment that Students Need	Exercise books, pens (black and green) glue

Parent / Carers can help their child by:	It is important that the students understand what they believe and why others have different beliefs so it is important that parents talk to their child about what they have been learning and compare it to what and how they may believe relating to each topic.
Useful Websites	<p>Kerboodle https://www.bbc.co.uk/bitesize/examspecs/zm9pd6f https://revisionworld.com/gcse-revision/rs-religious-studies/christianity</p>
Extra-Curricular Activities & Career Opportunities	<p>Career opportunities:</p> <ul style="list-style-type: none"> ● the church and other religious organisations ● national and local government, including the Civil Service and government agencies, as well as non-governmental organisations (NGOs) ● schools, colleges and universities (for teaching, research and administrative positions)

- charities, voluntary and not-for-profit organisations
- social services and other caring professions
- financial and legal firms
- the National Health Service (NHS) in a management or administration role
- publishing and media companies
- PR, advertising, sales and marketing companies.

to name a few!

Who Can I Contact?	Head of Religious Studies	Mrs L Green
	Teachers of Year 10 Religious Studies	Mrs L Green

Broomfield School Curriculum Overview Year 11 – Religious Studies (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Religion and Ethics, Islam Muslim Beliefs</p> <p>Content: In depth study of Islam, its beliefs and teachings on life Concepts: Reflect upon the links between beliefs and the teachings of Islam within the context of the British Society, highlighting the significance and importance of various beliefs and practices to Muslims today Knowledge:</p>	<p>A Thousand Splendid Suns by Khaled Hosseini</p> <p>Islam Explained by Ahmad Rashid Salim</p> <p>An introduction to Islam by David Waines</p>
Half Term 2 (Nov-Dec)	<p>Religion and Ethics, Islam Living the religious life</p> <p>Content: In depth study of Islam, its beliefs and teachings on life Concepts: Reflect upon the links between beliefs and the teachings of Islam within the context of the British Society,</p>	<p>A Thousand Splendid Suns by Khaled Hosseini</p> <p>Islam Explained by Ahmad Rashid Salim</p>

	highlighting the significance and importance of various beliefs and practices to Muslims today Knowledge:	An introduction to Islam by David Waines
Half Term 3 (Jan-Feb)	Religion and Ethics, Islam Peace and Conflict: Is violence ever good? Content: Wars; why do they occur, use of current conflicts eg. Syria, Darfur. The work of the UN and religious organisation for peace. Outline of the theory of Just War and the Muslim attitudes to war and WMD. Teachings on forgiveness and reconciliation. Concepts: Learning the beliefs that Muslims have about peace and conflict. Exploring the reasons wars occur, the organisations for peace. Looking at international wars and conflicts in the UK such as bullying and disputes within families. Religious teachings aiming to seek reconciliation. Knowledge: Just War theory, aggression, exploitation and world peace. The work of the UN and other peace seeking organisations. Pacifism.	Islam Explained by Ahmad Rashid Salim An introduction to Islam by David Waines
Half Term 4 (Feb-Mar)	Religion and Ethics, Islam Crime and Punishment: What are the Muslim attitudes to crime and punishment? Content: Explain the need for law and justice, outlining the theories for punishment and the arguments for and against them. Describing the nature of capital punishment and comparing Muslim and non religious teachings/beliefs about it. Concepts: Learning the issues of crime and punishment in modern society in relation to Islam. The role of law, the need for justice and capital punishment. Looking at issues for young people in today's society including drugs and alcohol and religious attitudes towards this. Knowledge: Capital punishment, crime, deterrence, law, reform and rehabilitation. Personal responsibility, sin and addiction whilst linking them to Muslim responses.	Islam Explained by Ahmad Rashid Salim An introduction to Islam by David Waines
Half Term 5 (Apr-May)	Revision	
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	Research Practise GCSE style questions
Assessment Tasks, Methods & Frequency	Variety of summative and formative assessments. Practice GCSE questions
Equipment that Students Need	Exercise books, pens (black and green) glue Revision resources

Parent / Carers can help their child by:	It is important that the students understand what they believe and why others have different beliefs so it is important that parents talk to their child about what they have been learning and compare it to what and how they may believe relating to each topic.
Useful Websites	Kerboodle https://www.bbc.co.uk/bitesize/examspecs/zm9pd6f https://revisionworld.com/gcse-revision/rs-religious-studies/islam

Extra-Curricular Activities & Career Opportunities	<p>Career opportunities:</p> <ul style="list-style-type: none"> ● the church and other religious organisations ● national and local government, including the Civil Service and government agencies, as well as non-governmental organisations (NGOs) ● schools, colleges and universities (for teaching, research and administrative positions) ● charities, voluntary and not-for-profit organisations ● social services and other caring professions ● financial and legal firms ● the National Health Service (NHS) in a management or administration role ● publishing and media companies ● PR, advertising, sales and marketing companies. <p>to name a few!</p>
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Who Can I Contact?	Head of Religious Studies	Mrs L Green
	Teachers of Year 11 Religious Studies	Mrs L Green