Religious Education curriculum map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year7	Unit of Work	Intro to RE	Winter Festivals	Critical Thinking	Spring Festivals	Islam	Pilgrimage
	Fertile Questions	What is religion? Why are people religious? What is belief? How does religion impact the world? How do people show their faith? Is there a purpose to life?	What is Diwali? What is Hanukkah? What is Burning the Clocks? What is the meaning of Christmas? What is Advent? How is Christmas celebrated around the world?	What does it mean to think critically? Can we trust our perception? What is income inequality and why does it matter? What are dreams? How do I know I exist? Should we use AI? What makes humans special?	What is Ramadan? What is Lent? What is Holi? What is the story of Passover? What happens at a Passover Seder? What is Vaisakhi? What is Easter?	What is the Shahadah and what do Muslims believe? What is Salat and why do Muslims pray? What is Zakat and why is charity important? What is Sawm and why do Muslims fast? What is Hajj and why do Muslims go on pilgrimage?	What is a pilgrimage and why do people go on one? What is Hajj and why is it important? Why is Rome important for Christians? Why is the River Ganges important for Hindus? Why is the Golden Temple important for Sikhs? What is pilgrimage like in India?
	Threshold Concepts / Key Knowledge	- The 6 major religions are Hinduism, Judaism, Buddhism, Christianity, Islam, and Sikhism - Belief can change how people act and what they think is right/wrong. - People show their faith in different ways, including clothing, symbols, and actions.	- That light is a recurring theme in winter festivals. - Hanukkah lasts 8 days. - Advent is a period of preparation. - Diwali is a festival of lights. - Christmas is celebrated differently in different places	- Critical thinking involves questioning, analysing and evaluating ideas. - Many questions in philosophy do not have one clear answer but require justification - How to write a PEEL paragraph in RE.	That the themes of renewal, sacrifice, freedom, and new life run through many of the spring festivals. That Muslims do Ramadan for a month. That Lent lasts for 60 days. That the story of Passover is a miracle story in Judaism.	Islam is a monotheistic religion Shahadah declares belief in Allah and Muhammad Salat is performed five times daily Zakat supports the poor and promotes fairness Sawm develops discipline and empathy Hajj is a pilgrimage to Mecca	Pilgrimage is a sacred journey. Pilgrimage differs across religions but shares purpose. Pilgrimage strengthens faith and identity. Muslims go to Mecca for Hajj, which is one of the 5 pillars. Rome is the centre of Catholicism.
	Assessment	Live marking	Live marking	Live marking	Live marking	Written assessment	Live marking
	Experiences/ Purposeful Fun	'Life is a…' – Poster creation task in lesson 7.	Rangoli making (Diwali lesson)	TBC	TBC	TBC	Pilgrimage research and travel guide project.
	Skills	Empathy Understanding Debate and discussion	Comparison of different religious practices Identifying and interpreting symbolism	Critical thinking and questioning Constructing and evaluating arguments Debate and verbal reasoning	Interpreting religious stories Explanation of practices Cultural awareness	Explaining beliefs and practices Use of key vocabulary Making links between belief and action Empathy	Making links between belief and action Understanding perspectives and motives.
	Has links to... (prior and future)	This unit sets up RE at PACA and therefore links to all future units.	Builds on Intro to RE Links forward to Spring Festivals (continuity of celebration and belief)	Useful skills for all of RE. Prepares for: GCSE evaluation skills (AO2 – analysis and evaluation)	Links to: Islam (year 7) Christianity (year 8) Judaism (year 8) Hinduism (year 8)	Links to: Pilgrimage (Hajj) Prepares for: GCSE Islam	Links to: Islam (Hajj) (year 7) Christianity (year 8) Hinduism (year 8)
	Cultural/contextual knowledge	The religious makeup of our world, the UK, and our city. How people from different religions and cultures vary in belief.	Understanding global and local celebrations Links to Brighton tradition (Burning the Clocks)	Awareness of modern issues such as AI and income inequality Understanding that beliefs are influenced by society, science and philosophy	Understanding global and local celebrations. Links to the main traditions of the UK, as well as building cultural understanding of traditions in other places.	Understanding Muslim life globally and in the UK. Awareness that Islam is the second largest religion in the UK and in the world.	Awareness of global sacred sites Understanding religion as lived experience Insight into global diversity
	Careers links		Event planning Community and cultural work Hospitality	Law Politics and public policy Philosophy / academia	Education International development Cultural and community work	Charity and international aid Community leadership Education and public services	Travel and tourism Cultural heritage Anthropology / research
	Worldviews explored	Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism, Atheism.	Hinduism, Judaism, Christianity		Islam, Christianity, Hinduism, Judaism, Sikhism	Islam	Islam, Christianity, Hinduism, Sikhism

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Unit of Work	Judaism	Social Justice	Christianity	Life after Death	Hinduism	Animal Ethics
	Fertile Questions	What do Jewish people believe? What is the Synagogue? What happens at Shabbat? What is the Torah? How do you follow Kashrut? What is Yom Kippur?	What is social justice? What does equality look like? What is economic inequality? Why do human rights matter? How can I use my voice to make a change? How do Langars champion equality?	What do Christians believe? What do Christians believe about God? What is a church like? Why is baptism important? Who is/was Jesus?	What is heaven? Is reincarnation possible? How do other cultures treat the dead? Are ghosts real? Is there proof of life after death? What is the purpose of a graveyard?	What do Hindus believe? What is the Trimurti? What is the Tridevi? What is the Mandir like? What is it like being Hindu in the UK? What is the Ramayana? How do Hindus pray and worship?	Do animals deserve rights? Should we use animal testing? Why do people choose a vegetarian lifestyle? Is our farming ethical? Is Ahimsa a rule worth living by? Should we use animals in entertainment?
	Threshold Concepts / Key Knowledge	- Judaism is a monotheistic religion. - Jewish people follow the teachings and laws within the Torah. - Saturday is the Shabbat. - Kosher laws dictate what Jewish people can and cannot do. - Living as a Jewish person in the UK involves maintaining traditions within modern society.	- Social justice is about fairness, equality, and access to opportunities. - Equality means ensuring people are treated fairly, though this does not always mean treating everyone the same. - Economic inequality refers to the uneven distribution of wealth and resources.	- Christianity is a monotheistic religion. - The Bible is their holy book, and it contains the messages of Jesus. - Jesus is part of the Holy Trinity. - Baptism is the sacrament of initiation into the Church.	- Different religions have different beliefs about life after death (e.g. heaven, hell, reincarnation). - Christians believe in heaven and eternal life with God. - Hindus and Buddhists believe in reincarnation and the cycle of samsara. - Beliefs about the afterlife often influence how people live their lives.	- Hinduism is a diverse religion with a range of beliefs and practices. - Brahman is the ultimate reality; many deities represent different aspects of Brahman. - Trimurti and Tridevi are representations of Brahman. - Worship can take place at home or in the Mandir	- Dominion vs Stewardship - Vegetarianism can be motivated by ethical, religious, environmental or health reasons. - Religious beliefs influence attitudes towards the treatment of animals. - Ahimsa in Buddhism promotes non-violence towards all living beings.
	Assessment	Live marking.	Live marking.	Written assessment.	Live marking.	Live marking.	Live marking.
	Skills	Tolerance / Respect Empathy Curiosity Explaining beliefs and practices Use of key vocabulary	Evaluating ethical issues and constructing arguments (AO2). Debate and discussion. Linking religion to contemporary issues.	Using key theological vocabulary. Explaining religious beliefs and actions. Tolerance and respect.	Philosophical enquiry and discussion. Evaluating different viewpoints (A02). Empathy and understanding.	Explaining beliefs and practices clearly Use of key religious vocabulary Interpreting religious stories and symbolism	Ethical reasoning and evaluation Constructing balanced arguments (AO2) Using evidence to justify opinions Making links between belief and action
	Has links to... (prior and future)	Yr 7 Hanukkah, Yr 8 Christianity	Ethics units in year 9	Yr 7 Festivals units, Yr 8 Judaism, Yr 8 Life After Death, Yr 10&11 GCSE	Year 7 Critical thinking, Yr 8 Christianity, Yr 9 Ethics units	Yr 7 Festivals units.	Yr 7 Critical thinking. Yr 9 Ethics units. Yr 10&11 GCSE
	Cultural/contextual knowledge	Understanding Jewish life in the UK today. Awareness of how traditions are maintained in a modern, multicultural society. Insight into religious observance in daily life (food, worship, festivals).	Understanding of how religion plays a role promoting justice. Insight into real-world issues such as poverty, wealth distribution, and aid. Awareness of activism and how individuals can create change.	Understanding Christianity as the largest religion today. Awareness of different Christian traditions. Insight into the role of churches in local communities.	Understanding how death is treated in different cultures and religions. Awareness of practices in the UK (funerals, graveyards, remembrance).	Understanding Hindu life in the UK and diversity within Hindu communities. Awareness of key festivals and practices in British society (e.g. Diwali).	Awareness of how animals are used in UK society (farming, testing, entertainment). Understanding differing attitudes to animal welfare.
	Careers links	Education Law and ethics Cultural and heritage work	Law and human rights Politics and public policy Social work and community leadership	Religious work (e.g. clergy) Education Charity and community work	Funeral services Counselling and pastoral care Philosophy and academia	Cultural and heritage work International relations and development	Animal welfare and charity work Farming and agriculture Medical research
	Religions explored	Judaism	Christianity, Sikhism, Humanism.	Christianity	Christianity, Judaism, Buddhism, Hinduism, Humanism.	Hinduism	Hinduism, Buddhism, Christianity

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Unit of Work	Intro to Ethics	War and Peace	Crime and Punishment	Philosophy	Business Ethics	Gender Ethics
	Fertile Questions	What is ethics? How do Utilitarians decide what is right? How do Egoists decide what	What is the point of war? What is a just war? Why do religious people go to war?	Is crime relative? Why and how do we punish criminals? Should the UK have a	What is philosophy? What makes something true? Can you prove that you're	How can a business be ethical? Can consumers influence business ethics? What does Fairtrade do to	Are gender stereotypes harmful? Do we need feminism in 21st century Britain? Is there gender inequality in the UK? Do men face any gender inequality?

		is right? How do Christians decide what is right? What are the ethics of eating meat? What are the ethics of climate change? How can I see ethics in the news?	What does it mean to be a pacifist? What is the point of the UN? Should we have weapons of mass destruction?	death penalty? Did Maria Manning deserve to die? What do Christians say about crime and punishment? What do Buddhists and Sikhs say about crime and punishment?	real? Why does evil exist in the world? Can philosophy prove or disprove God?	promote ethical business? Why does brand image matter? Can you make an ethical fashion brand?	How do religions address gender ethics? What is the 'manosphere'? How does the media portray men and women today?
	Threshold Concepts / Key Knowledge	- Ethics is the study of right and wrong. - Ethical theories provide different frameworks for deciding what is right. - Utilitarianism wants the greatest good for the greatest number. - Egoism prioritises self-interest. - Christian ethics are influenced by the Bible, teachings of Jesus, and ideas about love and justice.	- War raises ethical questions. Learners should encounter some of these. - There can be many reasons for war. - Just War Theory sets conditions for when war can be justified. - Religious believers may support or oppose war depending on teachings and interpretations. - Pacifism is the belief that violence is wrong and should be avoided.	- Moral absolutism is the idea that things are always wrong. Moral relativism is the idea that the situation determines right/wrong. - Retribution, Deterrence and Rehabilitation are the three aims of punishment. - Capital punishment is the death penalty. Different religions have arguments for and against it.	- Philosophy explores fundamental questions about reality, knowledge, and existence. - Truth can be understood in different ways (e.g. evidence, reason, perception). - Arguments about the existence of evil challenge beliefs about God (e.g. problem of evil). - Philosophers use reasoning and logic to construct arguments, but not all questions have definite answers.	- Business ethics involves making decisions that consider profit, people, and the environment. - Ethical businesses aim to treat workers fairly and reduce harm. - Consumers can influence businesses through their choices and demand. - Ethical issues in business include exploitation, sustainability, and responsibility.	- Gender stereotypes can influence behaviour, expectations, and opportunities. - Feminism seeks equality, but there are different perspectives on its role today. - Gender inequality can exist in areas such as pay, representation, and opportunity. - Religious teachings vary in how they approach gender roles and equality. - Online spaces (e.g. the "manosphere")and the media can shape attitudes towards gender and identity.
	Assessment	Live marking.	Written assessment.	Live marking.	Live marking.	Live marking.	Live marking.
	Experiences/ Purposeful Fun	TBC	Decide your destiny – war lesson.	Martin Crumpet trial lesson	TBC	Design a business. & Trade Game.	TBC
	Skills	Evaluating ethical theories (AO2) Constructing reasoned and balanced arguments Applying theories to real-world issues	Evaluating moral arguments about war and peace (AO2) Applying ethical theories to real-world scenarios Constructing balanced arguments	Constructing developed, balanced arguments Using case studies as evidence Reaching justified conclusions	Analysing different viewpoints. Evaluating complex arguments (AO2). Abstract thinking.	Creativity and problem-solving Decision-making and judgement	Evaluating contemporary ethical issues (AO2) Analysing media and societal influences Critical thinking and independent judgement
	Has links to... (prior and future)	Yr 7 Critical thinking.	GCSE war and peace unit.	GCSE Crime unit.	Yr7 Critical thinking.	Yr 8 social justice.	Yr 10&11 Families and Relationships unit. Yr 8 Social justice unit.
	Cultural/contextual knowledge	Awareness of ethical issues in modern society (e.g. climate change, food choices). Understanding how beliefs influence moral decisions in different cultures.	Awareness of global conflicts and international efforts to maintain peace. Understanding the role of religion in conflict and peacemaking.	Understanding how crime and punishment are dealt with in the UK. Awareness of debates around the death penalty globally.	Awareness of how philosophy influences society. Understanding different worldviews offer different answers to big questions.	Awareness of global supply chains and working conditions. Insight into the role of consumers in shaping business practices.	Awareness of gender debates in modern UK society. Understanding how media and online platforms influence attitudes.
	Careers links	Law and justice system Politics and public policy Philosophy and academia	Military and armed forces Law and human rights Politics and public policy	Law and legal system Policing and criminal justice Social work	Philosophy and academia Law and legal reasoning Politics and policy	Business and entrepreneurship Marketing and branding	Media and journalism Law and human rights Politics and public policy
	Religions explored	Christianity	Christianity, Islam	Christianity, Buddhism, Sikhism	Abrahamic ideas of God (Christianity, Islam, Judaism)		Christianity, Islam
		Autumn		**Spring**		**Summer**	
Year 10 – AQA Religious Studies A	Unit of Work	Christian Beliefs	Christian Practices	Muslim Beliefs	Peace and Conflict	Muslim Practices	Relationships and Families
	Fertile Questions	What do Christians believe about God? What is the Trinity? Why is creation important to Christians?	Why do Christians pray? What are the sacraments? Why is baptism important?	What do Muslims believe about Allah? What is Tawhid? What is revealed through holy books?	Why do people go to war? When is war justified? What is Just War Theory? What does pacifism teach?	What are the Five Pillars of Islam? Why is Shahadah important? Why do Muslims pray? How does Zakat help the Muslim	What is the purpose of marriage? Why is family important? Should couples live together before marriage? Is divorce ever acceptable? What are different attitudes to contraception?

		What is the Incarnation? Why was Jesus crucified? What is salvation? What is the role of the Church? What is the afterlife?	Why do Christians celebrate Holy Communion? What is pilgrimage? How does the Church support the local community? How does the Church help the wider world?	Why are prophets important? What is the Day of Judgement? What is Predestination? What are the differences between Sunni and Shi'a Islam?	How do religions promote peace? Should nuclear weapons be banned? How should we respond to terrorism?	community? Why do Muslims fast during Ramadan? What happens during Hajj? What are the Ten Obligatory Acts? What are the festivals?	What are different attitudes to family planning? What are religious views on gender equality? What challenges do families face today? How do religious teachings influence family life?
	Threshold Concepts / Key Knowledge	- Christians believe in one God who is omnipotent, omnibenevolent and omniscient. - The Trinity consists of the Father, Son and Holy Spirit. - The Incarnation teaches that God became human in Jesus. - The crucifixion and resurrection are central to Christian beliefs about salvation. - Salvation restores the relationship between humanity and God. - Christian beliefs are rooted in the Bible and expressed through worship and practice.	- Christian worship varies between liturgical, informal, and charismatic traditions. - Prayer is an important form of communication with God. - Sacraments are sacred acts through which Christians experience God's grace. - Baptism welcomes believers into the Christian community. - Holy Communion commemorates the Last Supper and Jesus' sacrifice.	- Tawhid is the belief in the oneness of Allah. - Angels act as messengers and servants of Allah. - The Qur'an is the final revelation from Allah. - Prophets communicate Allah's message to humanity. - Muslims believe in accountability after death. - Akhirah influences moral behaviour.	- Just War Theory provides criteria for ethical warfare. - Pacifists oppose violence and seek peaceful solutions. - Religious teachings promote reconciliation and forgiveness. - Nuclear weapons raise serious ethical concerns. - Terrorism creates moral and political challenges. - Christians and Muslims have differing interpretations regarding conflict.	- Shahadah is the declaration of faith and expresses belief in Allah and Muhammad. - Salah is performed five times a day. - Zakat supports those in need. - Sawm during Ramadan develops self-discipline and empathy. - Hajj is a pilgrimage to Makkah and demonstrates unity within the Muslim community. - Shi'a Muslims follow the Ten Obligatory Acts.	- Marriage is important in many religions. - Families provide support, care, and stability. - Religions often teach commitment, loyalty, and responsibility in relationships. - People have different views about living together before marriage. - Religions have different views on divorce. - People have different views on contraception and family planning. - Gender equality is an important issue in modern society.
	Assessment	GCSE-style exam questions Mock paper (January mocks)	GCSE-style exam questions Mock paper (January mocks)	GCSE-style exam questions Mock paper (June mocks)	GCSE-style exam questions Mock paper (June mocks)	GCSE-style exam questions Mock paper (June mocks)	GCSE-style exam questions Mock paper (June mocks)
	Experiences/ Purposeful Fun	Trip to local places of worship	Trip to local places of worship	TBC	TBC	Q&A with Muslim leaders	TBC
	Skills	Explaining religious beliefs using evidence Interpretation of religious texts AO1, AO2, AO3	Explaining religious practices Interpretation of religious texts AO1, AO2, AO3	Explaining beliefs Interpreting sources of wisdom and authority AO1, AO2, AO3	Applying religion to modern issues Analysing viewpoints AO1, AO2, AO3	Explaining religious practices. Interpreting texts. AO1, AO2, AO3	Applying religion to modern issues Analysing viewpoints AO1, AO2, AO3
	Has links to... (prior and future)	Yr 8 Christianity. Yr 8 Life after Death.	Yr 8 Christianity. Yr 7 Festivals	Yr 7 Islam. Yr 8 Life after Death.	Yr 9 War and peace	Yr 7 Islam. Yr 7 Festivals. Yr 7 Pilgrimage.	Yr 9 Gender Ethics
	Cultural/contextual knowledge	Christianity as the largest religion worldwide. Diversity within Christianity. The role of Christianity in British history and culture.	Understanding the role of churches in British society. Awareness of Christian charities operating locally and globally. Understanding how different denominations worship.	Islam as a major global religion. Diversity within Muslim communities. The role of faith in daily life. Islam in contemporary Britain.	Contemporary global conflicts. International peacekeeping efforts. Religious responses to war.	Understanding how Islam is practised in Britain and around the world. Awareness of diversity within Islam between Sunni and Shia practices.	Awareness of family diversity within modern British society. Understanding changing attitudes towards marriage and relationships in the UK.
	Religions explored	Christianity	Christianity	Islam	Islam and Christianity	Islam	Islam and Christianity

		Autumn		Spring	Summer
Year 11 – AQA Religious Studies A	Unit of Work	Human Rights and Social Justice	Crime and Punishment	Revision and Exam Skills	Exams
	Fertile Questions	What are human rights? Why are human rights important? What causes poverty? How can poverty be	What is crime? Why do people commit crimes? What are the aims of punishment?	*This term is exclusively for recap, revision, and exam skills.* *Students will have been developing their exam skills as they go through the course – but during this term we really focus on it whilst applying the*	

		reduced? What is social justice? What is the role of food banks? What responsibilities do wealthy countries have to poorer countries? How do religions respond to poverty and injustice?	Should the UK bring back the death penalty? Is prison the best way to deal with criminals? What do religions teach about forgiveness? What do religions teach about justice? What is the role of law in society? Can people change?	*knowledge learnt and looking for gaps.*		
	Threshold Concepts / Key Knowledge	- Human rights aim to protect freedom, equality, and dignity. - Poverty affects millions of people around the world. - Poverty can be caused by war, discrimination, lack of education, and unequal access to resources. - Religious teachings often encourage helping those in need. - Many religious organisations support communities through charity work.	- Crimes are actions that break the law. - People commit crimes for a variety of social, economic, and personal reasons. - The main aims of punishment are retribution, deterrence, rehabilitation, and protection. - Religious teachings often promote justice, forgiveness, and repentance. - There are different views about the effectiveness of prison.	- How to answer exam questions - How to structure 12 markers - Recapping all content covered, and weeding out areas of less confidence or skill.		
	Assessment	GCSE-style exam questions Mock paper (November mocks)	GCSE-style exam questions Mock paper (November mocks)	GCSE-style exam questions Mock paper – (February mocks)		
	Skills	Applying religion to modern issues Analysing viewpoints AO1, AO2, AO3	Applying religion to modern issues Analysing viewpoints AO1, AO2, AO3	Answering exam questions. Time management in exams. Knowledge recall.		
	Has links to... (prior and future)	Yr 8 Social Justice. Yr 9 Gender ethics. Yr 7 critical thinking.	Yr 9 Crime unit.	All GCSE units prior to this in years 10 and 11		
	Cultural/contextual knowledge	Understanding how religion can inspire social action. Awareness of poverty in the UK and globally. Understanding the role of charities and aid organisations.	Understanding how the UK justice system operates. Awareness of debates surrounding prisons and rehabilitation.	N/A		
	Religions explored	Islam and Christianity	Islam and Christianity	Islam and Christianity		