

Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Ethics and Religious Studies.

The Religious Studies team at Biddulph High School wants all students to explore and understand religion and worldviews in the past and present, in different communities, taking into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews and the multiple dimensions of belief, belonging, culture and identity. All students are unique and we want students to thrive in their Religious Studies lessons regardless of their starting point. We want to provide an excellent education in a safe supportive learning environment, one where students are valued and make positive contributions to the school community, and where students go on to become responsible, independent members of society. We also want our students to become independent learners, who are critical in their thinking, informed in their choices and confident in their ability to succeed in the modern world, who are respectful and tolerant, driven and confident and who strive for the best.

Religious Studies Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	Good and Evil	Good and Evil/ Islam	Islam	What is belief	What is belief	Forgiveness
10	Crime and Punishment	Crime and Punishment	Human Rights	Human Rights	War	War
11						
12						
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Religious Studies: Medium Term Overview			
Year 9	Autumn Term 1/2	Unit Title: Good and Evil	No of Lessons: 6
Overview/Intent	This unit introduces students to the theory of Good and Evil. It teaches a variety of concepts including what is a sin, The Adam and Eve story and Extremist views. Students will be able to identify how the concept of good and evil applies to modern day life whilst focusing on the teachings of the Christian religion.		
Assessment	End of unit assessment consists of 5 multiple choice questions and 2 extended answers of 4 and 6 marks.		
<p><u>Essential Knowledge (what must students know):</u></p> <ul style="list-style-type: none"> • What is meant by Good and Evil • The Adam and Eve story and how this applies to the teaching of Good and Evil • What is meant by extremism <p>Terminology: Good and Evil Extremism Morality Sin Disobedience Blame</p>	<p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify Good and Evil actions • To argue for and against the idea of what makes a sin a sin • Write extended pieces of writing based on the Adam and Eve story • Identify what is classes as an extremist • Discuss how extremism makes them feel • Describe and explain what a peaceful society should look like 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Good V Evil 2. The Adam and Eve story 3. The Adam and Eve story 4. Extremist views 5. What is peace? 6. Assessment 	
<p><u>Careers Links:</u> Students create news articles which link to journalism.</p>	<p><u>MYPB:</u> Creativity, speaking, active listening, empathy, integrity, responsibility, resilience</p>		

Religious Studies: Medium Term Overview			
Year 9	Autumn Term 2/Spring Term 1	Unit Title: Islam	No of Lessons: 7
Overview/Intent	This unit introduces students to Islamic faith and key teachings. It teaches a range of beliefs practised by Muslims including an introduction/recap of the faith, who is Allah and Muhammad, what is the Qur'an, a very British Ramadan		
Assessment	End of unit assessment consists of 5 multiple choice questions and 2 extended answers of 4 and 6 marks.		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • What the main concept of the Islamic faith is • The role of the Qur'an • Who is Allah • Who is Muhammad • What the five pillars of Islam represent • Why Allah has 99 names <p>Terminology: Islam Muslim Allah Muhammad Shahadah Salah Zakah Sawm Hajj</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of Allah and Muhammad • Justify why they each play a different role within the faith • Explore a variety of Islamic teachings and concepts • Discuss the five pillars of Islam and make connections to their own life • Explore the meaning of Ramadan and explain why this is important for Muslims. 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. An introduction to Islam 2. What is the Qur'an? 3. Who are Allah and Muhammad? 4. What are the 5 pillars of Islam? 5. A very British Ramadan 6. All about Islam ICT task 7. Assessment 	
	<p>MYPB: Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation, self management</p>		

Religious Studies: Medium Term Overview			
Year 9	Spring Term 2/Summer Term 1	Unit Title: What is Belief?	No of Lessons: 5 lessons
Overview/Intent	This unit introduces students to the ideas of what actually is belief. Students will explore their own beliefs and where they come from. The ideas of morals and guidance from those around us is key during this topic as students are at an age where they are being to develop into their own identities and so they need to focus on what type of person they would like to be.		
Assessment	N/A		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • What a belief is • How morals guide us and how this links back to Good and Evil • How Christians and Muslims are taught morals through Bible stories <p>Terminology: Morals Belief Parable</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what is meant by the term belief • Explore how their own beliefs have been formed • Explain the importance of parables to Christians in the teaching of morals • Identify and explain the moral from several parables • Explore the concept of the 4 wives and the moral teachings that this provides Muslims 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. What makes you, you? 2. Where do we get our morals from? 3 and 4. Christian parables 5. The four wives 	
<p>Careers Links: Students can explore how morals apply to medicine, teaching.</p>	<p>MYPB: Creativity, speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation, self management</p>		

Religious Studies: Medium Term Overview			
Year 9	Summer Term 2	Unit Title: Forgiveness	No of Lessons: 5
Overview/Intent	This final unit in Year 9 explores the concepts around forgiveness. Students will be able to debate their own views on forgiveness whilst also giving consideration to reasons why people both religious or non-religious are able to forgive or not forgive certain sins. There is a lot of connections to actual stories from the UK where people either have or haven't been able to forgive to enable students to be able to apply the ideas to the real world.		
Assessment	N/A		
Essential Knowledge (what must students know): <ul style="list-style-type: none"> • What is meant by forgiveness • Why some people struggle with the concept • The views of both Christians and Muslims in regards to forgiveness and what their faith teaches them • The importance of forgiveness 	Essential Skills (what must students be able to demonstrate): Students will be able to: <ul style="list-style-type: none"> • Justify the importance of forgiveness • Show awareness of why it is a struggle for many to forgive • Explore the Christian and Muslim teachings on the issue. • Relate forgiveness to a real life situation. 	Lessons: <ol style="list-style-type: none"> 1. Could you forgive? 2. Religious teachings on forgiveness 3. and 4 . A song for Jenny 5. Why forgive 	
Terminology: Forgiveness Day of Judgement			
Careers Links: Working in the police force/armed forces/teaching all need to show these traits through their work	MYPB: Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation, self management		

Religious Studies: Medium Term Overview			
Year 10	Autumn Term 1 and 2	Unit Title: Crime and Punishment	No of Lessons: 9 lessons
Overview/Intent	<p>Students explore the Christian and Muslim view towards crime and punishment as well as exploring the view of non-religious people. The lessons are designed to begin from why laws are needed to the first place to set the scene and they progress to the views towards different types of punishments, with opportunities to discuss and debate these ethical decisions.</p>		
Assessment	<p>5 multiple choice questions and 2 extended answers</p>		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • What the purpose of punishments are and the types of punishments people can get. • To Christian and Muslim teachings on punishments • The importance of justice and what it actually means • Views on euthanasia and how this links to criminal activity • The role of the prison system <p>Terminology: Justice Capital punishment Deterrence Protection Reformation Vindication Retribution Shari’ah Law</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what is meant by the justice • Explore their own beliefs and values regarding capital punishment • Explain the importance of Holy books in the teaching of capital punishment • Identify the importance of laws • Explore ethical views around capital punishment 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Why are laws needed? 2. Why punishments are needed. 3. What types of punishments are there? 4. Justice 5. A right to die. 6. What is capital punishment? 7. Religious view towards capital punishment 8. The prison system 9. Assessment 	
<p>Careers Links: Prison officers/ judicial service/ police service</p>	<p>MYPB: Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation,</p>		

Religious Studies: Medium Term Overview			
Year 10	Spring Term 1 and 2	Unit Title: Human Rights	No of Lessons: 7 lessons
Overview/Intent	This unit introduces students to the ideas of human rights and details what is actually meant by human rights. Students will have the ability to explore how human rights for many are ignored and they will be able to debate their views regarding this. Students will also be able to make links to their Year 9 learning around morals as this is explored again within this unit as to how moral decisions are made and the impact of these.		
Assessment	5 multiple choice questions and 2 extended answers		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • What the 30 basic human rights are • Explain how human rights are difficult to enforce • Understand how Christians are guided by parables/10 commandments and how these connect to human rights • How human rights have been ignored for so many for so long <p>Terminology: Human rights Morals Parables 10 commandments</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what is meant by the term human rights • Explore how their own morals have been formed • Explain the importance of the 10 commandments and parables to Christians in the teaching of morals/human rights • Identify where human rights have been ignored or denied and the consequences this creates • Explore the role of the police service and how human rights may be ignored. 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Human rights 2. Are human rights important? 3. Religious views on human rights 4. Moral debate 5. The Help 6. Are human rights being abused? 7. Assessment 	
<p>Careers Links: Police service, teaching, judicial service</p>	<p>MYPB: Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation, self management</p>		

Religious Studies: Medium Term Overview			
Year 10	Summer Term 1 and 2	Unit Title: War	No of Lessons: 6 lessons
Overview/Intent	This unit introduces students to the concept of war and why wars occur. They will look at the Christian and Muslim view towards war and the difference between Holy and Just wars. Students will navigate through 3 past wars and be able to apply the concepts they have learnt throughout their Year 9 and 10 RE lessons to what has occurred e.g. Human rights ignored/ crime and punishment/ the role of beliefs.		
Assessment	N/A		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • What a just war is • What a holy war is • Brief details of the Northern Irish conflict/ Arab-Israeli conflict/Rwanda civil war • Why peace is so difficult to achieve. <p>Terminology: Just war Holy war Conflict Jihad</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what is meant by the term a Just war and Holy war • Explore how their own views regarding wars • Explain the importance conflict resolution • Identify and explain why some wars occur • Explore the concept of peace and how this is such a hard thing to achieve. 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Why wars occur Northern Ireland 2. Why wars occur Arab Israeli 3. Rules for war religious views 4. and 5. Hotel Rwanda 6. Why is World peace hard to achieve? 	
<p>Careers Links: Armed services Peace negotiators</p>	<p>MYPB: Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation,</p>		