

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 Religious Studies and Ethics:

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.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

Religious Education 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	Philosophy	Medical Ethics	Medical Ethics	Environmental Ethics	Environmental Ethics	
12	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13
13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	Ethics: RE/PSHE See page 12/13	

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.		
<u>Essential Knowledge (what must students know):</u> • 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 Terminology: Good and Evil Extremism Morality Sin Disobedience Blame	<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: • 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	Lessons: 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	
<u>Careers Links:</u> Students create news articles which link to journalism.	<u>MYPB:</u> Creativity, speaking, active listening, empathy, integrity, responsibility, resilience		

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.		
<u>Essential Knowledge (what must students know):</u> - 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 Terminology: Islam Muslim Allah Muhammad Shahadah Salah Zakah Sawm Hajj		<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: - 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.	Lessons: - An introduction to Islam - What is the Qur'an? - Who are Allah and Muhammad? - What are the 5 pillars of Islam? - A very British Ramadan - All about Islam ICT task - Assessment
		<u>MYPB:</u> Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation, self management	

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		
<u>Essential Knowledge (what must students know):</u> • 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 Terminology: Morals Belief Parable	<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: • 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	Lessons: 1. What makes you, you? 2. Where do we get our morals from? 3 and 4. Christian parables 5. The four wives	
<u>Careers Links:</u> Students can explore how morals apply to medicine, teaching.	<u>MYPB:</u> Creativity, speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation, self management		

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		
<u>Essential Knowledge (what must students know):</u> • 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 Terminology: Forgiveness Day of Judgement	<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: • 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: 1. Could you forgive? 2. Religious teachings on forgiveness 3. and 4 . A song for Jenny 5. Why forgive	
<u>Careers Links:</u> Working in the police force/armed forces/teaching all need to show these traits through their work	<u>MYPB:</u> 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	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.		
Assessment	5 multiple choice questions and 2 extended answers		
<u>Essential Knowledge (what must students know):</u> • 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 Terminology: Justice Capital punishment Deterrence Protection Reformation Vindication Retribution Shari'ah Law	<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: • 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	Lessons: 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	
<u>Careers Links:</u> Prison officers/ judicial service/ police service	<u>MYPB:</u> Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation,		

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		
<u>Essential Knowledge (what must students know):</u> • 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 Terminology: Human rights Morals Parables 10 commandments		<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: • 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.	Lessons: 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
<u>Careers Links:</u> Police service, teaching, judicial service		<u>MYPB:</u> Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation, self management	

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		
<u>Essential Knowledge (what must students know):</u> • 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. Terminology: Just war Holy war Conflict Jihad	<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: • 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.	Lessons: 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?	
<u>Careers Links:</u> Armed services Peace negotiators	<u>MYPB:</u> Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self motivation,		

Religious Studies: Medium Term Overview			
Year 11	Autumn term 2/Spring term 1	Unit Title: Medical ethics	No of Lessons: 6 lessons
Overview/Intent	This unit introduces students to the complex and often controversial field of medical ethics, encouraging them to explore moral, philosophical, and religious perspectives on key issues. Students will learn to apply ethical theories, evaluate religious viewpoints, and consider the impact of modern science and medicine on society.		
Assessment	Multiple choice questions and two extended questions		
<u>Essential Knowledge (what must students know):</u> • By the end of the unit, students will understand how ethical reasoning and religious belief shape responses to medical and scientific advancements. • They will understand the term medical ethics • Abortion • Genetic engineering • Organ transplant • Animal testing		<u>Essential Skills (what must students be able to demonstrate):</u> Throughout this module, students will develop a range of transferable skills that extend beyond the study of Religious Education. They will strengthen their critical thinking by evaluating complex moral issues and weighing up different perspectives. Students will learn to apply ethical reasoning to real-life medical dilemmas, drawing on both religious and secular viewpoints. They will refine their analytical skills by examining arguments in depth and considering the influence of belief, culture, and science on ethical decision-making. Opportunities for debate and discussion will enhance students' ability to articulate their views with clarity, while also fostering respectful engagement with opposing perspectives. In addition, students will develop empathy and the capacity to understand how different values shape moral choices.	<u>Lessons:</u> 1. Medical ethics 2. Abortion 3. Religious views towards abortion 4. Genetic engineering and organ transplant 5. Religious views towards transplants 6. Animal rights, human wrongs
<u>Careers Links:</u> Medicine, health care, medical research, bioethics, law, politics, counselling, journalism, education, veterinary science, public services		<u>MYPB:</u> Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self-motivation	

Religious Studies: Medium Term Overview

Year 11	Spring 2	Unit Title: Environmental ethics	No of Lessons: 5 lessons
Overview/Intent	This unit engages students with the pressing moral and philosophical challenges surrounding humanity's relationship with the natural world. Through the study of environmental ethics, students will reflect on the causes and consequences of issues such as pollution, climate change, and natural disasters, while also exploring possible solutions and responses.		
Assessment	N/A		
<u>Essential Knowledge (what must students know):</u> By the end of the unit, students will have a deeper awareness of the ethical challenges posed by environmental issues, an understanding of how belief systems influence attitudes towards the natural world, and the ability to evaluate solutions that promote justice, sustainability, and care for creation.		<u>Essential Skills (what must students be able to demonstrate):</u> Throughout this unit, students will develop a range of skills that will help them to engage critically with global challenges. They will learn to apply key concepts in environmental ethics to real-world issues and evaluate their impact on society. Students will strengthen their ability to examine and assess the ethical and practical implications of pollution and global warming, while also considering possible solutions from both secular and religious perspectives. They will enhance their analytical skills by exploring how different religious traditions understand humanity's responsibility for the environment and the idea of stewardship. Opportunities to reflect on the experiences and attitudes of victims of natural disasters will develop empathy, compassion, and an appreciation of human resilience. In addition, students will refine their critical thinking, ethical reasoning, and debating skills, enabling them to form informed, balanced, and responsible perspectives on environmental issues.	Lessons: 1. Environmental ethics 2. Pollution 3. Solutions to Global Warming 4. Religious views towards the environment 5. Attitudes of victims to natural disasters
<u>Careers Links:</u> Medicine, health care, medical research, bioethics, law, politics, counselling, journalism, education, veterinary science, public services		<u>MYPB:</u> Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self-motivation	

Ethics: PSHE/RE Long Term Overview (by lesson)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	○ New Beginnings ○ Gaslighting & Emotional Abuse ○ Coercion and Controlling Behaviour ○ Sharia Law and Honour-Based Violence ○ Harassment & Stalking ○ Child-on-Child Abuse ○ Culture and Diversity ○ Cancer & Getting Checked	○ Vaccines and Immunisation ○ Debate over Jehovah witness refusing treatment ○ Recognising Illnesses ○ A Healthy Diet on a Budget ○ Sanctity of life ○ Supporting Others ○ Anxiety, Depression & Eating Disorders	○ The Samaritans ○ Maintaining Positive Mental Health ○ Managing Online Safety & Privacy ○ Digital Age: Opportunity or threat to religion? ○ Media Literacy & Digital Resilience ○ Extremism and Radicalisation	○ The work of the United Nations/nuclear disarmament ○ Causes of war ○ Consent, Sexual Norms and Expectations ○ Relationship Values ○ Consent Around the World	○ Police Investigating Sexual Assaults ○ Violence Against Women ○ Going Abroad and Safety ○ Gender: Women and religion ○ The Importance of Basic First Aid ○ Alcohol & Being Assertive	○ Drugs, Alcohol & Work ○ What do Christians think about drugs and alcohol? ○ What do Muslims think about drugs and alcohol? ○ Producing a Compelling CV ○ Answering Job Interview Questions ○ Careers in a Global Economy ○ Being ambitious with my life goals
13	○ Religious Freedom ○ Unintended Pregnancies & Options ○ Fertility and What Impacts It ○ Experimentation and IVF ○ Religious views on IVF treatments ○ Consent and Boundaries ○ Revisiting Contraception ○ Sixth Formers and Employment Rules	○ What is Professional Conduct? ○ Christian teachings about wealth ○ Confidentiality in the Workplace ○ The Gig Economy Explained ○ Bullying and Harassment in the Workplace ○ Giving money to the poor ○ Exploitation of the poor	○ Does religion give a sense of belonging? ○ Online Dating and Personal Safety ○ Breaking Up Relationships ○ Human rights and social justice ○ Body Image & Pressure to Conform	○ Budgeting for University ○ Exploring a Payslip ○ Understanding Rental Contracts ○ Being Financially Savvy ○ Problematic Gambling ○ The Importance of Family and Friends	○ Revisiting STIs ○ Importance of Sexual Health ○ Sexual Health Misconceptions ○ New beginnings	

BH6 Ethics: PSHE/RE			
Year 11	Spring 2	Unit Title: Environmental ethics	No of Lessons: 5 lessons
Overview/Intent	BH6 Ethics curriculum is to develop students critical thinking, empathy, and respect for diverse viewpoints by exploring complex ethical issues and religious beliefs in a safe, inclusive environment. The key purpose is to equip students to analyse information, articulate reasoned arguments, develop personal values, and understand their role in a diverse, modern society by tackling themes like bioethics, social issues, and philosophical concepts.		
Assessment	Targeted questioning		
<u>Essential Knowledge (what must students know):</u> A combination of prepping for life skills: Accounts/budgeting PSHE/RSE Religious and political issues and debates E-safety CVs/Jobs/apprenticeships Employment opportunities		<u>Essential Skills (what must students be able to demonstrate):</u> ○ Develop Critical Thinking & Reasoning Skills ○ Enable students to analyse complex ethical dilemmas and philosophical arguments. ○ Foster empathy, understanding, and respect for diverse beliefs and cultures. ○ Encourage the development of personal values and integrity, promoting responsible citizenship. ○ Equip students to understand and navigate the complexity of modern society. ○ Prepare students for life beyond school by exploring issues related to relationships, well-being, and future decisions. ○ Offer a secure space to present and discuss personal opinions and beliefs. ○ Challenge misconceptions and harmful stereotypes in a respectful manner ○ Broaden Cultural Capital and World Knowledge	Lessons: See above
<u>Careers Links:</u> Medicine, health care, medical research, bioethics, law, politics, counselling, journalism, education, public services, accounting, finance, social worker, care, therapist		<u>MYPB:</u> Speaking, active listening, empathy, motivating and influencing others, integrity, responsibility, resilience, self-motivation	