

### Curriculum Intent

The aim of the Religious Studies department at Brentford School for Girls is to develop the Brentford Girl as a well-balanced and tolerant member of society who is aware of our rich and diverse community and promotes community cohesion. This includes the school, local and national community, allowing our students a chance to investigate patterns of diversity of religion and belief and forge links with different groups in the local area as well as how religion influences us as individuals and as a community. Our motto is that 'no barriers', whether academic or pastoral, should impede academic success. The department will strive to give the best learning experience to all students that inspires awe, wonder and a thirst for knowledge and understanding. Our department aims to contribute to the spiritual and moral development of our students, the school community and contemporary British society. We encourage our students to be critical thinkers in the exploration of religion, faith and the ethical issues they will encounter in life. This subject prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. We aim to provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. We will ensure that this can take place in a safe and nurturing environment where every student is developing the confidence to share and discuss their own beliefs and values with others. Our RE subject curriculum is designed to matter and gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. Which overall contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

**Year 7 - RE**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Importance of Place</b></p> <ul style="list-style-type: none"> <li>• What makes a place special?</li> <li>• Humanism: Do we need a physical place to worship?</li> <li>• How are Sikh beliefs practised through the Gurdwara</li> <li>• Is the Mosque important to the Islamic community?</li> <li>• Do all Jewish people worship in the same way?</li> <li>• What is the importance of a Church to Christians?</li> </ul>	<p><b>Religion and Belonging</b></p> <ul style="list-style-type: none"> <li>• Christianity- Are symbols important in belonging?</li> <li>• Sikhism- Are symbols important in belonging?</li> <li>• Islam- Does helping others help us to belong?</li> <li>• Judaism- Do I need to follow food laws to belong?</li> <li>• Hinduism- Does everyone belong in the same way?</li> </ul>	<p><b>The Patriarchs</b></p> <ul style="list-style-type: none"> <li>• Adam</li> <li>• Noah</li> <li>• Abraham</li> <li>• Joseph</li> <li>• Moses</li> </ul>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Origins of Hinduism</li> <li>• Creation story</li> <li>• Deities</li> <li>• Worship</li> <li>• Reincarnation</li> <li>• Caste system</li> </ul>	<p><b>Faith in action</b></p> <ul style="list-style-type: none"> <li>• Jesus the leader – teacher of parables</li> <li>• Good Samaritan</li> <li>• Martin Luther King JR</li> <li>• The lost/prodigal son</li> <li>• Oscar Romero- a follower of Jesus.</li> <li>• The parable of the sheep and goats</li> <li>• Gandhi</li> </ul>	<p><b>Women in Religion – Faith in action</b></p> <ul style="list-style-type: none"> <li>• Corrie Ten Boom</li> <li>• Malala Yousafzai</li> <li>• Harriet Tubman</li> <li>• Mother Teresa</li> <li>• Sophie Cruz</li> </ul>
<p><b>Deeper learning</b></p> <p>Designing a multi-faith room</p>	<p><b>Deeper learning</b></p> <p>Designing their own religious rules</p>	<p><b>Deeper Learning</b></p> <p>Prince of Egypt movie</p>	<p><b>Deeper Learning</b></p> <p>Arranged marriage</p>	<p><b>Deeper Learning</b></p> <p>Mahatma Ghandi- a leader of peace.</p>	<p><b>Deeper learning</b></p> <p>Careers in religion Creating a children’s book to inspire other young people</p>

## Year 8 - RE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Rites of passage</b></p> <ul style="list-style-type: none"> <li>• Christian birth right - Baptism</li> <li>• Hindu Birth rites</li> <li>• Jewish rites - Bar/Bat mitzvah</li> <li>• Sikh rites of passage</li> <li>• Marriage – Christian/ Islamic</li> <li>• Funeral – Christian</li> </ul>	<p><b>Religious Festivals and celebrations</b></p> <ul style="list-style-type: none"> <li>• Why do religious people celebrate festivals?</li> <li>• Why Muslims celebrate with sacrifice?</li> <li>• Why do Sikhs celebrate Vaisakhi?</li> <li>• Why do Christians celebrate the death of Jesus?</li> <li>• Why do Hindu's celebrate light? Why is the Festival of Hanukkah important to Jewish people?</li> </ul>	<p><b>Do we need God? Humanism</b></p> <ul style="list-style-type: none"> <li>• Introduction to Humanism</li> <li>• Humanist values – morality</li> <li>• Humanist Thinkers</li> <li>• Humanism and animal Rights</li> <li>• Humanist celebrations</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Introduction to Buddhism</li> <li>• Four noble truths</li> <li>• Enlightenment</li> <li>• Eightfold path</li> <li>• Five precepts</li> <li>• Denomination within Buddhism – practices</li> <li>• Buddhism in art</li> </ul>	<p><b>Are we all equal?</b></p> <ul style="list-style-type: none"> <li>• Are we all equal?</li> <li>• Do all races share equality?</li> <li>• Are men and women equal?</li> <li>• Are the rich and poor equal?</li> <li>• Are all religions equal?</li> </ul>	<p><b>Philosophy and ethics</b></p> <ul style="list-style-type: none"> <li>• Is Religion true?</li> <li>• Cosmological argument</li> <li>• Teleological argument</li> <li>• Marx – is religion still needed?</li> <li>• Freud – is religion an illusion?</li> </ul>
<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• BBC 'Being....' series</li> </ul>	<p><b>Deeper learning –</b></p> <ul style="list-style-type: none"> <li>• <b>Form activities during year – specific festival activities</b></li> </ul>	<p><b>Deeper Learning – Philosophy and Ethics</b></p> <ul style="list-style-type: none"> <li>• How do non-religious people build a moral compass?</li> <li>• How should humans be treating animals?</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Exploring how art is used as an outlet in Buddhism. Creating mandalas and meditation</li> </ul>	<p><b>Deeper learning –</b></p> <ul style="list-style-type: none"> <li>• <b>Protests – how young people can make a change in the world</b></li> </ul>	<p><b>Deeper learning –</b></p> <ul style="list-style-type: none"> <li>• Morals, ethics and philosophy - KS3 Religious Studies - BBC Bitesize</li> </ul>

## Year 9 - RE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Introduction to Religious Studies GCSE</b></p> <p><b>1. Islam – Beliefs and Teachings</b></p> <p><b>Key Beliefs in Islam</b></p> <p><u>Intro to Islam</u></p> <ul style="list-style-type: none"> <li>The six articles of faith in Sunni Islam</li> <li>The five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> <li>The Oneness of God (Tawhid), Qur'an Surah 112.</li> <li>The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence.</li> <li>Angels, their nature and role, including Jibril and Mika'il.</li> <li>Predestination and human freedom and its relationship to the Day of Judgement.</li> </ul> <p>Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and help</p>	<p><b>Islam – Beliefs and Teachings</b></p> <p><b>Key Beliefs</b></p> <p><u>Holy Books</u></p> <ul style="list-style-type: none"> <li>Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad.</li> <li>Qur'an: revelation and authority</li> <li>the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</li> <li>The imamate in Shi'a Islam: its role and significance.</li> </ul> <p><b>2. Islam Practices</b></p> <p><b>Five Pillars of Sunni * Shi'a Islam</b></p> <ul style="list-style-type: none"> <li>Introduction to the 5 pillars of Islam and 10 obligatory acts of Shi'a Islam</li> <li><u>Shahadah</u>:</li> <li><u>Salah</u> and its significance</li> <li><u>Sawm</u>: the role and significance of fasting during the month of Ramadan</li> <li><u>Zakah</u>: the role and significance of giving alms</li> <li><u>Haji</u>: the role and significance of the pilgrimage to Makkah</li> </ul>	<p><b>Islam Practices</b></p> <p><b>Five Pillars of Sunni * Shi'a Islam</b></p> <p><b>Duties &amp; Festivals</b></p> <p>Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings</p> <ul style="list-style-type: none"> <li>Id-ul-Fitr</li> <li>Id-ul-Adha</li> <li>Ashura</li> <li><u>Jihad</u>-Greater and Lesser</li> </ul>	<p><b>Introduction to Christianity at GCSE</b></p> <p><b>Focus on the Abrahamic Faiths</b></p> <p>(Not a part of GCSE specification but background content is needed)</p> <p><b>Overview of Christianity</b></p> <ul style="list-style-type: none"> <li>History of monotheistic religions (Abraham)</li> <li>History of Christianity - timeline</li> <li>Holy Book deep dive into stories</li> <li>Bible – Old Testament</li> <li>Bible – New Testament</li> <li>Life of Jesus – his treatment of other people</li> <li>Jesus' miracles</li> <li>Denominations in Christianity</li> <li>How does the Church reflect different denominational beliefs?</li> </ul>	<p><b>3. Christian Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>Nature of God</li> <li>Trinity</li> <li>Creation</li> <li>Scientific explanations of Creation</li> <li>Problem of evil / Fall &amp; Original sin</li> <li>The Incarnation &amp; Jesus</li> <li>The Crucifixion</li> <li>The Resurrection</li> <li>The Ascension</li> <li>Judgement Day</li> <li>Sin and salvation</li> </ul>	<p><b>Continue to work through Christian Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>The Crucifixion</li> <li>The Resurrection</li> <li>The Ascension</li> <li>Judgement Day</li> <li>Sin and salvation</li> </ul> <p><b>Revision of year content where needed (class dependent)</b></p> <ul style="list-style-type: none"> <li>Islam Beliefs</li> <li>Islam Practices</li> <li>Christian Beliefs</li> </ul>

	<b>Deeper Learning Activities</b> <ul style="list-style-type: none"> <li>- <b>Escape Rooms</b></li> <li>- Life and Times of the Prophets</li> <li>- Hajj Experience</li> </ul>	<b>Deeper learning</b> <ul style="list-style-type: none"> <li>• Hajj group project</li> </ul>	<b>Deeper Learning:</b> <b>Create lantern about Jesus' life</b>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• <b>Escape rooms</b></li> </ul>	<b>Deeper learning</b> <ul style="list-style-type: none"> <li>• <b>Group project – create parts of Jesus's life story</b></li> </ul>
<b>Extra Curricular activities</b> <ul style="list-style-type: none"> <li>• <b>Explore places of worship in Brentford</b></li> <li>• <b>Amnesty International youth group</b></li> </ul>			<b>Key resources / websites</b> <p><a href="#">GCSE Learning and Revision   GCSEPod</a></p> <p>Oak Learning - <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/religious-education">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/religious-education</a></p> <p>Google Topic Classrooms</p> <p><a href="#">What is Islam? - BBC Bitesize</a></p>		

## Year 10 - RE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Christian Practices</b></p> <p><b>Worship and Festivals</b></p> <ul style="list-style-type: none"> <li>liturgical, non-liturgical and informal, including the use of the Bible and private worship</li> <li>Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li> <li>the sacrament of baptism and its significance for Christians; infant. Believers' baptism; different beliefs about baptism</li> <li>the sacrament of Eucharist (Holy Communion) and its significance for Christians</li> <li>Holy Communion orthodox</li> </ul> <ul style="list-style-type: none"> <li>Holy Communion Baptist and Pentecostal</li> </ul>	<p><b>Christian Practices</b></p> <p><b>The role and importance of pilgrimage and celebrations</b></p> <ul style="list-style-type: none"> <li>two contrasting examples of Christian pilgrimage: Lourdes and Iona</li> <li>the celebrations of Christmas importance for Christians and in Great Britain today.</li> <li>Easter, including its importance for Christians and in Great Britain today.</li> </ul> <p><b>The role of the church in the local and worldwide community</b></p> <ul style="list-style-type: none"> <li>The role of the Church in the local community, including food banks and street pastors.</li> <li>The place of mission, evangelism and Church growth.</li> <li>The importance of the worldwide Church including working for reconciliation</li> <li>how Christian churches respond to persecution</li> <li>The work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul>	<p><b>Theme A: Relationships and Families</b></p> <p><b>Families and Gender Equality</b></p> <ul style="list-style-type: none"> <li>The nature of families including:</li> <li>The role of parents &amp; children</li> <li>Extended families and the nuclear family</li> <li>The purpose of families; procreation, stability and the protection of children, educating children in a faith</li> <li>Contemporary family issues including: -</li> <li>Same-sex parents</li> <li>Polygamy</li> <li>The roles of men and women</li> <li>Gender equality</li> <li>Gender prejudice and discrimination</li> </ul>	<p><b>Theme A: Relationships and Families</b></p> <p><b>Families and Gender Equality</b></p> <p><b>Contemporary family issues including: -</b></p> <ul style="list-style-type: none"> <li>Same-sex parents</li> <li>Polygamy</li> <li>The roles of men and women</li> <li>Gender equality</li> <li>Gender prejudice and discrimination</li> </ul> <p><b>Theme D: Peace and Conflict</b></p> <p><b>Religion, Violence, Terrorism &amp; War</b></p> <ul style="list-style-type: none"> <li>Peace</li> <li>Justice</li> <li>Forgiveness</li> <li>Reconciliation</li> <li>Violence, including violent protest</li> </ul>	<p><b>Continue Theme D: Peace and Conflict</b></p> <p><b>Religion, Violence, Terrorism &amp; War</b></p> <ul style="list-style-type: none"> <li>Reasons for war</li> <li>The just war theory</li> <li>Holy war</li> <li>Pacifism</li> </ul> <p><b>Religion and Belief in 21st Century Conflict</b></p> <ul style="list-style-type: none"> <li>Religion &amp; belief as a cause of war &amp; violence in the contemporary world</li> <li>Nuclear weapons</li> <li>The use of weapons of mass destruction</li> <li>Religion &amp; peace-making in the contemporary world</li> <li>Religious responses to the victims of war</li> </ul>	<p><b>Theme E: Religion, crime and punishment</b></p> <ul style="list-style-type: none"> <li>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>Reasons for crime, including: <ul style="list-style-type: none"> <li>poverty and upbringing, mental illness and addiction, greed and hate and opposition to an unjust law.</li> </ul> </li> <li>Views about people who break the law for these reasons.</li> <li>The aims of punishment, including: - <ul style="list-style-type: none"> <li>Retribution</li> <li>Deterrence</li> <li>Reformation.</li> <li>The treatment of criminals, including: <ul style="list-style-type: none"> <li>Prison</li> <li>corporal punishment</li> <li>Community service.</li> <li>Forgiveness.</li> <li>The death penalty.</li> </ul> </li> </ul> </li> <li>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life</li> </ul>
<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>Create Christingle</li> </ul>	<p><b>Deeper Learning</b></p>		<p><b>Deeper learning</b></p>	<p>Deeper learning</p>	<p><b>Deeper Learning</b></p> <p>Capital Punishment- does it work?</p>

	<ul style="list-style-type: none"><li>• Research local food banks. Design a food bank box</li></ul>		<ul style="list-style-type: none"><li>• Hacksaw Ridge – pacifism in real life</li></ul>	Real life case studies exploration of war in the modern world	
<u>Extracurricular Activities</u>  Amnesty International youth group			<u>Key Resources / websites</u>  <u>Google classroom – topic classrooms, BBC bitesize and GCSE pod</u>		

## Year 11 - RE –

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Theme E continued from year 10 – Religion, crime and punishment</b></p> <p>Religion, crime and the causes of crime</p> <ul style="list-style-type: none"> <li>• Good and evil intentions and actions</li> <li>• Reasons for crime including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law.</li> <li>• Views about people who break the law for these reasons.</li> <li>• Views about different types of crime, including hate crimes, theft and murder.</li> </ul> <p>Religion and punishment</p> <ul style="list-style-type: none"> <li>• The aims of punishment, including: retribution, deterrence and reformation.</li> <li>• The treatment of criminals, including: prison, corporal punishment, community service, forgiveness and the death penalty.</li> </ul> <p><b>Theme F Religion, human rights &amp; Social Justice</b></p>	<p><b>Theme F Religion, human rights &amp; Social Justice</b></p> <p>Human rights</p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>• Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>• Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</li> </ul> <p>Social justice.</p> <ul style="list-style-type: none"> <li>• Racial prejudice and discrimination.</li> <li>• Ethical arguments related to racial discrimination-including positive discrimination</li> </ul> <p>Wealth and poverty</p> <ul style="list-style-type: none"> <li>• the right attitude to wealth</li> <li>• the uses of wealth.</li> <li>• Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking.</li> <li>• The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</li> <li>• Charity</li> </ul>	<p><b>Revision of Christian Beliefs &amp; Practices</b></p> <p><b>Revision activities will include:</b></p> <ul style="list-style-type: none"> <li>• Marking model answers</li> <li>• Writing their own exam papers and questions</li> <li>• Presentations</li> <li>• Debates</li> <li>• Quizzes</li> <li>• Preparing revision materials</li> <li>• Walking talking mocks</li> <li>• Independent learning using the Topic Classrooms</li> </ul> <p><b>Revision of Islamic Beliefs &amp; Practices identified by PLCs</b></p> <ul style="list-style-type: none"> <li>• Marking model answers</li> <li>• Writing their own exam papers and questions</li> <li>• Presentations</li> <li>• Debates</li> <li>• Quizzes</li> <li>• Preparing revision materials</li> <li>• Walking talking mocks</li> <li>• Independent learning using the Topic Classrooms</li> </ul>	<p><b>Revision of Themes A, D, E and F identified by PLCs</b></p> <ul style="list-style-type: none"> <li>• Marking model answers</li> <li>• Writing their own exam papers and questions</li> <li>• Presentations</li> <li>• Debates</li> <li>• Quizzes</li> <li>• Preparing revision materials</li> <li>• Walking talking mocks</li> <li>• Independent learning using the Topic Classrooms</li> </ul>	<p><b>Revision of topics identified by PLC'S – class specific</b></p> <ul style="list-style-type: none"> <li>• Marking model answers</li> <li>• Writing their own exam papers and questions</li> <li>• Presentations</li> <li>• Debates</li> <li>• Quizzes</li> <li>• Preparing revision materials</li> <li>• Walking talking mocks</li> <li>• Independent learning using the Topic Classrooms</li> </ul>	
<p><b>Deeper Learning-</b> Rashford Documentary, Anthony Walker documentary</p>	<p>Deeper Learning Escape rooms, Practice exam papers</p>				
<p><b>Extra Curricular activities:</b> Rashford Documentary, Watch 'Selma'</p>		<p><b>Key resources / websites:</b> <a href="#">GCSE Learning and Revision   GCSEPod</a> , <a href="#">GCSE Religious Studies - AQA - BBC Bitesize</a></p>			



