



**GUISELEY  
SCHOOL**

## Religion, Philosophy & Ethics Subject Curriculum Map

Year 7 Overarching question: **How can we have a fair and equal society?**

|          |                                   | Autumn Term – Religion   | Spring Term - Philosophy   |  | Summer Term - Ethics   |   |
|----------|-----------------------------------|--|--|--|--|---|
| <b>7</b> | <b>Unit Title</b>                 | <b>An introduction to religions</b>  | <b>Why did Jesus suffer?</b>   | <b>How do religions challenge the problem of suffering and evil?</b>   | <b>How do religions promote equality?</b>  | <b>Anti-racism</b>  |
|          | <b>Key Knowledge</b>              | Judaism: Tenakh<br>Islam: Five pillars & hijab<br>Christianity: Trinity<br>Hinduism: Shruti & Smriti<br>Buddhism: Buddha & enlightenment<br>Sikhism: Mool Mantra and Guru Granth Sahib | Differences in Christian worship.<br><br>Passion of Christ including crucifixion, resurrection & redeemer. | Judaism: Free will<br>Christianity & Islam: Origins of humanity<br>Hinduism: Samara<br>Buddhism: Dukkha<br>Sikhism: Karma & bringing a believer closer to God. | Hinduism: Karma, Krishna, Dharma patni<br>Buddhism: Caste system, karuna & the four sublime states<br>Sikhism: Langar, Khanda symbol, golden temple & sewa | Christian and Islamic views on equality.<br>Case studies of equality through faith: Martin Luther King, Malcolm X & John Wesley<br>Case study of Edward Colston's statue. |
|          | <b>Links to previous learning</b> | KS2 knowledge of 6 major faiths.   | KS2 knowledge of 6 major faiths.   | Year 7 – Why did Jesus suffer.   | Year 7 - An introduction to religion, ethics and philosophy.   | Year 7 – How do religions promote equality?   |



GUISELEY  
SCHOOL

## Religion, Philosophy & Ethics Subject Curriculum Map

Year 8 Overarching question: **How can we care for life on our planet?**

|   |                            | Autumn Term – Autumn Term – Religion  | Spring Term - Philosophy  | Summer Term - Ethics  |
|---|----------------------------|---|---|---|
| 8 | Unit Title                 | Diversity in religion   | Are humans the most valuable part of creation?  | Is it ever acceptable to use violence if you are religious?   |
|   | Key Knowledge              | Humanists, Christian, Hindu and Islamic ideas on creation the creation of humans and the earth.<br><br>The relationship between science and religion concerning theories of creation. | Humanists, Christian, Hindu and Islamic ideas on creation the creation of humans and the earth.<br><br>Religious views on why we should care for the life on earth.<br><br>Religious responses to environmental issues. | Just war theories from Christian, Sikh and Islamic traditions.<br><br>Examples of social injustice and the Christian responses to these.<br><br>How Christians achieve peace. |
|   | Links to previous learning | Year 7 - An introduction to religions   | Year 7 - An introduction to religion, ethics and philosophy.<br>Year 8 – How was the world created?   | Year 7 - An introduction to religion, ethics and philosophy.<br>Year 8 – How was the world created?   |



## Religion, Philosophy & Ethics Subject Curriculum Map

**Overarching question:** How do beliefs about religion impact a person's daily life?

|   |                                   | Autumn Term – Religion   | Spring Term - Philosophy  | Summer Term - Ethics   |
|---|-----------------------------------|--|---|--|
| 9 | <b>Unit Title</b>                 | <b>How do beliefs and values affect ideas about the afterlife?</b>   | <b>Can you believe in God today?</b>  | <b>What is morally good behaviour?</b>   |
|   | <b>Key Knowledge</b>              | <p>The 6 major faiths view of what the afterlife is like, including what beliefs and values religious believers should follow.</p> <p>Why Humanists reject the afterlife and they believe we should live our 'one life'</p> <p>Explore evidence of life after death: reincarnation, ghosts and near death experiences.</p> | <p>Explore arguments about the existence of God including evil and suffering, religious experiences, humanists' responses to miracles, Freud's suggestion God is only in the mind and philosophical arguments such as the design and first cause arguments.</p> | <p>Looking at the many different ways that we make a moral decision including the role of the conscience, the role determinism plays, religious law and ethical theories such as Utilitarianism.</p> |
|   | <b>Links to previous learning</b> | <p>Year 7 - An introduction to religion, ethics and philosophy.</p> <p>Year 7 - What are the key beliefs of the six major faiths?</p>  | <p>Year 7 - How do religions challenge the problem of suffering and evil?</p> <p>Year 8 – How was the world created?</p>  | <p>Year 7 - An introduction to religion, ethics and philosophy</p> <p>Year 9 - How do beliefs and values affect ideas about the afterlife?</p>   |



**GUISELEY  
SCHOOL**

# Religion, Philosophy & Ethics Subject Curriculum Map

EDUQAS GCSE Religious Studies Route A

|           |                                   | Autumn Term                                    |   | Spring Term   |   | Summer Term  |  |
|-----------|-----------------------------------|--|---|---|---|--|--|
| <b>10</b> | <b>Unit Title</b>                 | <b>Introduction to Christianity</b>            | <b>GCSE Component 2 Christianity Beliefs</b>                        | <b>GCSE Component 2 Christianity Practices</b>  | <b>Introduction to Islam<br/>GCSE Component 3 Islam beliefs</b>               | <b>GCSE Component 3 Islam beliefs</b>  | <b>GCSE Component 3 Islam Practices</b>  |
|           | <b>Key Knowledge</b>              | Covenants<br>Key stories in Jesus life<br>Acts | Nature of God<br>Jesus Christ<br>Creation<br>Salvation<br>Afterlife | Worship<br>Sacraments<br>Pilgrimage and celebrations<br>Christianity in Britain and the Church in the local community<br>Worldwide Church | The life of Prophet Muhammad (PBUH)<br>Origins of Islam<br>Sunni & Shia sects | Nature of Allah<br>Prophethood (Risalah)<br>Angels (Malaikah)<br>Aakhirah (Afterlife)<br>Foundation of faith | The Five Pillars of Sunni Islam<br>Ten Obligatory Acts of Shi'a Islam<br>Jihad<br>Festivals and commemorations |
|           | <b>Links to previous learning</b> | All KS3 units                                  | All KS3 units   | All KS3 units   | Year 7 - What are the key beliefs of the six major faiths?                    | Year 7 - What are the key beliefs of the six major faiths?   | Year 7 - What are the key beliefs of the six major faiths?   |

**SUCCEED**



**GUISELEY  
SCHOOL**

# Religion, Philosophy & Ethics Subject Curriculum Map

EDUQAS GCSE Religious Studies Route A

|           |                                   | Autumn Term   |   | Spring Term   |   | Summer Term  |   |
|-----------|-----------------------------------|---|---|---|---|--|---|
| <b>11</b> | <b>Unit Title</b>                 | <b>Component 1 – Issues of relationships and issues of life and death</b>   | <b>Component 1 – Issues of life and death</b>                               | <b>Component 1 – Issues of good &amp; evil</b>                                  | <b>Component 1 – Issues of human rights</b>                   | <b>Component 1 – Issues of human rights then revision</b>    | <b>Revision</b>   |
|           | <b>Key Knowledge</b>              | Relationships<br>Sexual Relationships<br>Issues of equality: gender prejudice and discrimination<br><br>The world | The origin and value of human life<br>Beliefs about death and the afterlife | Crime and Punishment<br>Forgiveness<br>Good, evil & suffering                   | Human Rights and Social Justice<br>Prejudice & Discrimination | Wealth & Poverty<br><br>Revision: Component 2 - Christianity | Component 3 - Islam<br>Component 1 - Religious, Philosophical and Ethical Studies in the Modern World |
|           | <b>Links to previous learning</b> | Year 8 – How was the world created?   | Year 9 – Ultimate questions   | Year 9 – Ultimate questions & what are religious attitudes to peace and justice | Year 9 – What are religious attitudes to peace and justice    |  |   |