



Year 9 CCCS Religious Studies Overview



Below is an overview of what the curriculum for RS will look like this year.

 **Knowledge:** What are the overriding questions you will be exploring in this topic?

 **Skills:** What are the essential skills that you will be learning and practicing throughout this topic?

 **Building on:** What content and skills will you be developing in this topic?

Assessment:


Progress Checks: key term tests, multiple choice quiz and short written answers

Assessment: extended writing task which will encourage you to use one or more skills such as recollection, description, interpretation, explanation etc.




Term One: Buddhism

- What does Buddhism teach about the nature of suffering?
- What is learned from the Buddhist philosophy?
- How did Buddhism spread?

 Defining key terms e.g. samsara, dukkha


- Recalling and describing stories from ancient texts
- Making connections—how does belief affect action?
- Applying knowledge to modern life e.g. what does it mean to be Buddhist in the 21st century?
- Historical understanding of how Buddhism spread

 Diversity within and across religions


- Recollection of specific key terms e.g. karma
- Comparing Buddhist beliefs with other religions
- Knowledge on how and why a religion spreads

Term Two: Philosophy of Religion

- What is God like?
- Does the complexity of the natural world prove that there is a God?
- Does belief in God make sense?

 Defining key terms e.g. design argument, atheist, omnipotent


- Referencing scholars within the discipline of Philosophy e.g. Paley, Aquinas, Anselm
- Explaining and evaluating the chains of reasoning in a philosophical argument
- Critical, philosophical thinking

 Different ways in which God can be experienced


- Different understandings of the nature of reality
- Recollection of how the nature of God is shown in study of Abrahamic religions and Dharmic religions

Term Three: The Shoah

- What are the historic and theological roots of anti-Semitism?
- Who were the perpetrators, collaborators, bystanders and resisters during the Shoah?
- What are the Jewish and Christian theodicies in response to the Shoah?

 Defining key terms e.g. Shoah, theodicy

- Exploring the historical and theological reasons behind anti-Semitism
- Explain chains of reasoning in a philosophical argument
- Making connections between how events in the world affect belief and action

 Recollection of specific key terms e.g. sin, covenant, omnipotent

- Jewish identity—how beliefs are affected by life experiences
- Further exploration of Christ's death as a means of understanding suffering
- Opportunity to look at how Philosophers of Religion would respond to the events of the Shoah

What does success look like in KS3 Religious Studies?

In Religious Studies (RS) you will enter a rich and meaningful dialogue about the religious and non-religious traditions that have shaped Great Britain and the world, a dialogue that is both intellectually challenging and personally enriching. We therefore want every pupil in CCCS to be successful in this subject and for that reason, we expect you to work to the best of your ability in every RS lesson. This not only means we have high expectations regarding your behaviour but also high expectations of your effort.



Below is a list of our day-to-day expectations that you should aim to meet in every lesson:

In Lesson

- Listen carefully to teacher instructions
- When working independently this should be done in silence
- Ask for help when in difficulty
- No calling out—raise your hands to answer or ask a question
- Always have your exercise book with you



In your exercise book



- Always write in black or blue ink (only use pencil for diagrams or drawings)
- Rule off work after each lesson, do not waste paper by beginning a new page unless it is necessary
- Underline date and title with a ruler
- Ensure all worksheets are neatly stuck (labelled if folded) and organised
- Ensure work missed if absent is caught up with and copied out in your exercise book *before* next lesson

In your writing



1. Always answer in full sentences
2. Use capital letters for God, names of people (Aquinas), titles (Buddhist), places (Nepal) etc.
3. Use appropriate key terminology when applicable e.g. enlightenment, atheist, theodicy etc.
4. In extended writing develop your points using phrases like '*because...*' '*this means...*' '*therefore...*' '*so...*' etc.
5. In extended writing use relevant evidence to support your explanation. This can be with examples (e.g.) or religious evidence such as a reference to sacred texts, beliefs or practices.