

# RELIGIOUS STUDIES CURRICULUM MAP – LONG TERM PLAN

## Subject sentence – What do we do?

We want to spark pupil interest in engaging with the discourse around complex multi-religious and secular issues. Not only do we learn about worldviews, but we learn from them. We give pupils space to deeply reflect on sources of wisdom and therefore empowering them to respect both the philosophies of others and the ability to develop their own.

## How does RS equip students with powerful knowledge?

Pupils are given the language to explore their own developing views. Ultimately, this leads to the exploration of the big questions such as : What is my purpose? RS explores both ethical and philosophical issues giving pupils critical thinking skills that helps them to close the gap between polarised points of views. Students attending the college tend to come from a homogenous groups and therefore this subject equips them with starting to know and appreciate 'otherness'.

## What skills and cultural capital do students gain in RS?

Cultural capital is a major aspect of this subject. Students are able to 'break free' of limiting factors. They are encouraged to 'step into the shoes of others (e.g. Year 8 units on life as a Jewish/Muslim teenager) as well as question their own value and belief systems in a safe environment. Belief systems are not presented in a simplistic, one dimensional, way but ideas and issues are explored, enabling students to see that even within a religion that there is difference. It is important that students are aware that the majority of the world's population still believe in some form of 'higher power' and that any encounters with those of different world views both in this country and abroad requires a compassionate, sensitive and knowledgeable approach.

## What are the important threshold concepts in RS?

Currently RS is studied as a core GCSE subject by the all students in this college and therefore they are able to deepen their understanding of religion and ethics throughout their time here. The word 'respect' is central to our teaching. Being able to articulate their ideas and the ideas of others, whether that be through the written or verbal form is also another key skill. A confident understanding of some of the deeper issues found within the six major religious worldviews, as well as awareness of non-religious worldviews, such is Humanism, are key threshold concepts.

## How is the RS curriculum designed?

Year 7 builds on and deepens knowledge from the primary curriculum. Students begin by learning the history of the major world faiths, and the key differences between Abrahamic and Dharmic faith communities. Students are invited to share their existing knowledge from primary school to help develop their understanding and the understanding of their peers. From here, the year 7 curriculum beings to explore philosophical questions, inviting students to explore their own worldviews, before introducing in depth studies of two Dharmic faiths (Hindu Dharma and Sikhi). The Year 8 curriculum builds on this, studying the Abrahamic faiths of Judaism, Christianity and Islam, and their development from one another. This helps to prepare students for their GCSE study in Year 9, when all students study Christianity and Buddhism in detail. Philosophical questions return in the second year of the GCSE and the themes paper.

## How do you use spaced practice / retrieval practice?

Retrieval practice is implicit throughout the lessons and during end of unit assessments. Each lessons tends to start with retrieval and recap from the previous lesson and touches on knowledge learnt so far. There is a variety of methods used including the low stakes hands up approach where time is given to retrieving and the teacher gives the answer. The teacher often uses 'meta' language so that pupils are aware of what they are doing and why. The concept of 'I've got a bad memory' is debunked and pupils are taught retrieve skills in order to strengthen the pathways. The KS3 curriculum is designed as a spiral curriculum to cover many of the key concepts found in the first part of the GCSE course (Christian beliefs) – e.g. the re-occurring theme of a covenant relationship.

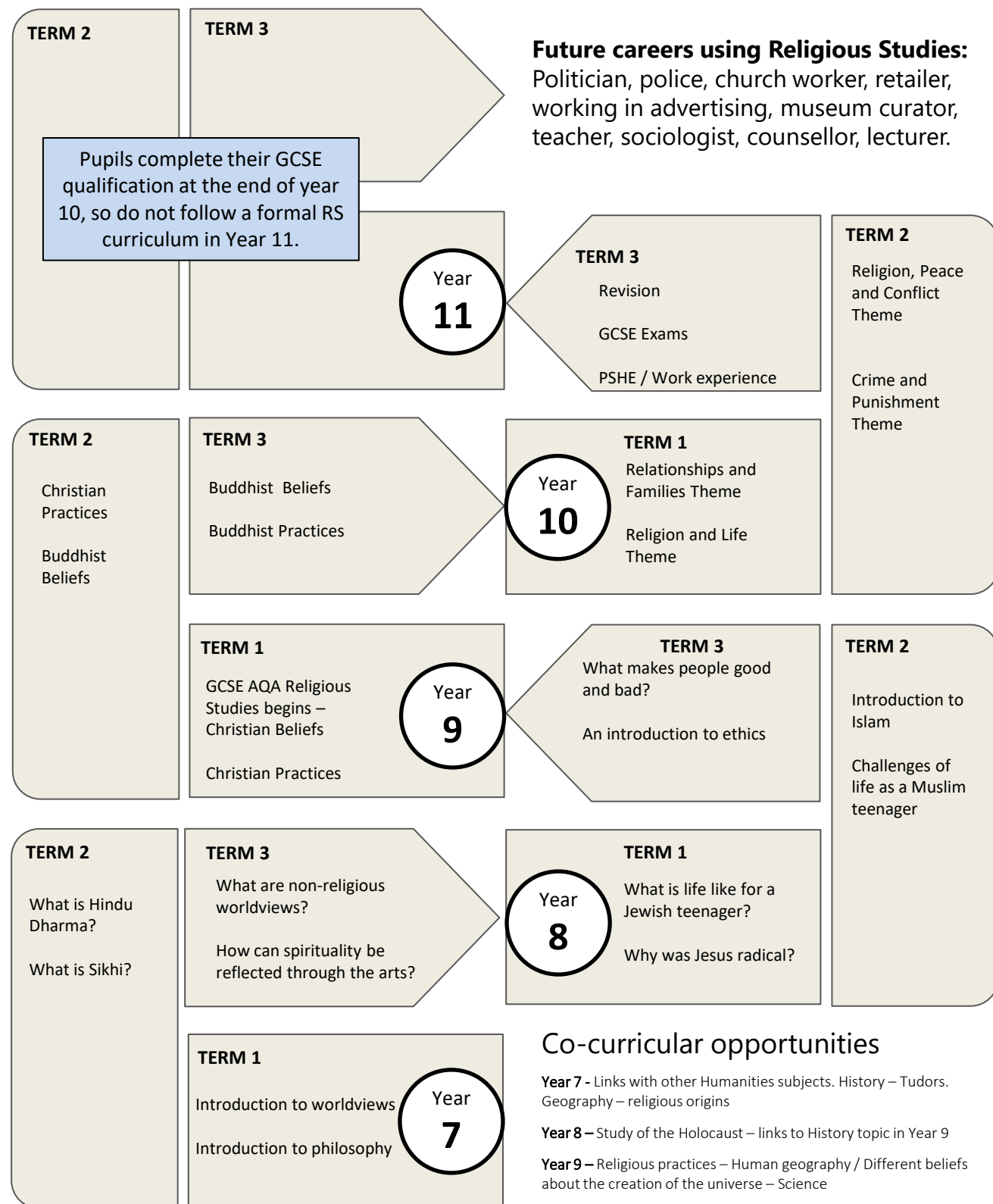
## What content do you cover and how is this delivered over time?

Throughout their time at Chulmleigh College, students study the six major world faiths in detail, as well as exploring a range of non-religious worldviews both in KS3 and the GCSE course. The KS3 curriculum is closely aligned with the new Devon SACRE guidance, having been redesigned in 2024. Topics were chosen in relation to local concerns (e.g. extra attention given to the study of Islam in year 8 in response to rising Islamophobia in the local community), and are designed to spiral and cover many foundational concepts from the GCSE course during KS3.

As well as learning content, students are also encouraged to develop academic skills through regular extended writing, class discussions and debates. This helps students develop their academic skillset as well as their own personal understanding of the world around them.

## How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

There are 'echos' of the GCSE content throughout the KS3 curriculum e.g., year 8 "why was Jesus radical?" unit laying the foundations for the start of the Christian beliefs portion of the GCSE and the introduction of Abrahamic and Dharmic worldviews in year 7 being used as the basis of the key differences between the two religions of study within the GCSE – Christianity and Judaism. Within the KS3 curriculum itself, there are also spiral links – e.g. links between Year 7 and 8 units on moral philosophy and the study of religious answers to the question "what makes us good or evil?". The Year 7 curriculum begins with a discussion around respect and the importance of understanding difference and diversity within the subject. Listening and questioning skills are modelled and developed with discussion tasks, which are then insisted upon throughout the long-term curriculum.



## Key concepts



Critical thinking



Respect



World Views