



Religious Studies

Key Stage 3 (Years 7 to 9)

Every student studies Religious Studies. Parents and carers have the right to withdraw their child from all or part of Religious Education.

Unit	Topic	What students learn	Term
Year 7			
Unit 1	How do we define worldviews? How have worldviews influenced our local community?	What a worldview is and whether we all hold one; theism, atheism and agnosticism; body and soul; shared morality and the golden rule; places of worship locally; paganism, Avalon and the Quakers in Somerset and their influence over the last 100 years; assessment.	Autumn 1
Unit 2	How important are the covenants to the Abrahamic faiths?	What a covenant is, from Adam and Eve and Noah to Abraham; God's chosen people; the plagues and the covenant with Moses and its importance for Jewish people today; Jesus as the 'new covenant' for Christians; assessments.	Autumn 2 – Spring 2
Unit 3	How effective are worldviews in informing an individual's choices and values? (environmentalism)	Moral choices and climate change; dominion and stewardship in Christianity and Judaism; khalifah in Islam; ahimsa in Hinduism; creating environmental campaigns; end-of-year assessment.	Summer 1 – Summer 2
Year 8			
Unit 1	How have patriarchal views of gender influenced our society?	What patriarchy is; the Bible and the Tanakh; interpreting Genesis 2 and 3, literally and liberally; St Paul's letters and Jesus' treatment of women; how patriarchal attitudes have shaped the UK and how influential they remain; assessment.	Autumn 1 – Spring 1
Unit 2	How effectively can religious worldviews explain the existence of evil and suffering?	Natural and moral evil; why evil is a problem for the Christian God; Christian responses such as free will and the story of Job; Buddhist responses to suffering; assessment.	Spring 1 – Spring 2
Unit 3	To what extent do our actions matter?	Religious rules such as the Ten Commandments and the mitzvot; why humans behave well; Christian and Muslim beliefs about the afterlife; dharma, karma and reincarnation in Hinduism; end-of-year assessment.	Summer 1 – Summer 2
Year 9			
Unit 1	How is Wells linked to the transatlantic slave trade? (locality unit)	Racism and colonialism; how some Christians used their beliefs to support the slave trade; the local area's involvement; why Quakers and others in the local community opposed it; assessment.	Autumn 1
Unit 2	Faith in action: how influential are worldviews in motivating people to change society?	Changemakers and privilege; Gandhi and ahimsa; Christian changemakers including George Cadbury, Harriet Tubman, Martin Luther King and Oscar Romero; Malcolm X and Malala Yousafzai; non-religious motivations for justice; extended writing.	Autumn 2 – Spring 1

Unit	Topic	What students learn	Term
Unit 3	How have Jewish people responded to the Shoah over time?	The Shoah and the history of persecution; Jewish practices such as Shabbat and kosher; how life in the ghettos affected Jewish practice; how the Shoah raised questions about God; the range of Jewish responses over time; assessment.	Spring 1 – Spring 2
Unit 4	How useful are religious war ethics?	Whether war is ever permissible; holy war and the Crusades; Just War theory and its use in modern wars; pacifism and ahimsa; lesser jihad; extended writing and end-of-year assessment.	Summer 1 – Summer 2