

## Religious Studies (RS) and Relationships, Sex and Health Education (RSHE) Curriculum Overview

### **Religious Studies (RS)**

The UK is an extremely diverse nation and one that is embedded with many rich cultures living harmoniously within its realms. Religious studies provides an opportunity for students to learn about these various cultures and beliefs, enabling them to evaluate not just their own views, but also the views and the understanding of the beliefs of others. At Future Academies Watford, students are encouraged to think more critically when studying in religious studies lessons and are positively encouraged to analyse higher order concepts.

Religious studies contributes to the cultural knowledge within the school and encourages students to ask deep and often searching questions about their own faiths, beliefs and understanding. Students are also tasked to question not only their own faith and beliefs but to try to understand more closely the faiths and opinions of others. All students will have the chance to evaluate their own beliefs alongside learning about others' and, through their learning, will achieve greater understanding. This, in turn, will allow them to become more tolerant of other religious beliefs. Students are encouraged to constructively question the beliefs of those around them such as their peers and those in their local community. Through religious studies at Future Academies Watford, students will:

- obtain an understanding of right and wrong, which will enable them to understand why they should accept rules and understand boundaries;
- enhance their social, moral, cultural and spiritual development;
- question injustice and stand up for their own and the rights of others;
- develop empathy and compassion for others which, in turn, leads to their personal growth;
- show respect, tolerance and understanding towards all other beliefs and cultures; and
- develop their religious literacy and offer a more holistic approach not only to everyday life, but to their education as a whole.

### **Relationships, Sex and Health Education (RSHE)**

Relationships, sex and health education (RSHE) is a time for students to learn and reflect on the wider issues in society and issues that will affect them on a regular basis. In order to help our students to do this, our vision and intent is as follows:

1. The curriculum begins where our students are: we find out what they already know, understand, are able to do and are able to say. We carry out research in order to establish what is important to our demographic of students.
2. We plan a 'spiral programme' which introduces new and more challenging learning alongside building on what has gone before, reflecting and matching the personal developmental needs of our students.
3. We take a positive approach which does not attempt to induce shock or guilt but focuses on what our students can do to keep themselves and others healthy and safe, and to lead happy and fulfilling lives.
4. We aim to provide information which is realistic and relevant, and which reinforces positive social norms.
5. We provide a safe and supportive learning environment in which our students can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions, and put what they have learned into practice in their own lives.
6. We provide opportunities for our students to make real decisions about their lives, and to take part in activities which simulate adult choices where they can demonstrate their ability to take responsibility for their decisions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 7</b> Religious Studies and RSHE	<b>RSHE</b> Friendship and bullying	<b>Religious studies:</b> <b>Judaism</b> 1. What is Judaism? 2. How did Judaism begin? 3. The temple 4. The Messiah 5. What are the Tanakh and Talmud? 6. What are the Mitzvot?	<b>RSHE</b> Puberty Keeping healthy	<b>Religious studies:</b> <b>Christianity</b> 1. What is Christianity? 2. How did Christianity begin? 3. What was life like for early Christians? 4. Constantine and the council of Nicea 5. The great Schism and the Catholic Church	<b>RSHE</b> Healthy relationships Healthy lifestyle	<b>Religious studies:</b> <b>Islam</b> 1. What is Islam? 2. How did Islam begin? 3. How did Islam rise to influence? 4. Why did Islam split? 5. What is the Qur'an? 6. What do Muslims believe about God?
<b>YEAR 8</b> Religious Studies and RSHE	<b>RSHE</b> Commitment and communication in relationships	<b>Religious studies:</b> <b>Hinduism</b> 1. What is Hinduism? 2. Hindu gods and goddesses 3. Sacred texts 4. Karma, samsara and moksha 5. Dharma 6. Forms and places of worship	<b>RSHE</b> Smoking First aid	<b>Religious studies:</b> <b>Buddhism</b> 1. What Buddhism? 2. The early life of Siddhartha Gautama 3. The Four sights of Siddhartha Great Departure 4. The Four Noble truths 5. The Eightfold Path 6. The path to enlightenment	<b>RSHE</b> Stereotypes and community The online world	<b>Religious studies:</b> <b>Sikhism</b> 1. How did Sikhism begin? 2. Who are the Ten Gurus? Angad to Arjan 3. Who are the ten Gurus? Harogbind to Gobind Singh 4. Guru Gobind Singh and the Khalsa 5. What are the five Ks? 6. Gurdwara
<b>YEAR 9</b> Religious Studies and RSHE	<b>RSHE</b> Relationships: Staying safe	<b>Philosophy</b> 1. Plato 2. Descartes 3. Cosmological argument 4. Is God involved in the world? 5. Can you believe in God and evolution? 6. Why did Freud think God is all in the mind?	<b>RSHE</b> Mental wellbeing Alcohol	<b>Ethics</b> 1. What is ethics? 2. Nietzsche- Is God dead? 3. Are goodness and pleasure the same? 4. What should we do with the runaway train? 5. Are animals as important as humans? 6. How ethical is artificial intelligence	<b>RSHE</b> Online behaviour and risks Keeping healthy	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 10</b> RSHE	Relationships	Healthy choices	Online risks	Mental wellbeing	Study skills and revision	Study skills and revision
<b>YEAR 11</b> RSHE	Facts on reproduction	Risky behaviour	Relationships: The law	Managing pressure and wellbeing	Study skills and revision	

	Autumn	Spring	Summer
<b>YEAR 10</b> <b>AQA GCSE</b> <b>Religious</b> <b>Studies</b>	<p><b>Two units are taught by two teachers</b></p> <p><b><u>Unit 1: Christianity – Beliefs and Teachings</u></b></p> <p>Overall focus for the unit: To understand the beliefs and teachings of Christianity.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Nature of God –Omnipotent, loving and Just</li> <li>• Nature of God - Trinity</li> <li>• Creation</li> <li>• Afterlife –Resurrection and afterlife</li> <li>• Afterlife –judgement, heaven and hell</li> <li>• Incarnation</li> <li>• Crucifixion</li> <li>• Resurrection</li> <li>• Ascension</li> <li>• Sin, salvation and atonement</li> </ul> <p><b><u>Unit 1: Islam – Beliefs and Teachings</u></b></p> <p>Overall focus for the unit: To understand the beliefs and teachings of Islam.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Sunni and Shia Muslims</li> <li>• Foundations of Shi’a Islam</li> <li>• Tawhid</li> <li>• Angels</li> <li>• Akhirah</li> <li>• Day of Judgement</li> <li>• Risalah and Muhammad</li> <li>• Adam and Ibrahim</li> <li>• Sources of authority</li> </ul>	<p><b>Two units are taught by two teachers</b></p> <p><b><u>Unit 2: Christianity – Practices</u></b></p> <p>Overall focus for the unit: To understand the different practices within Christianity.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Liturgical, informal and private worship</li> <li>• Lord’s prayer, set prayer and informal</li> <li>• Prayer</li> <li>• Sacraments – infant baptism -Sacraments believers’ baptism</li> <li>• Significance of Church – CofE and RC</li> <li>• Significance of Church – Orthodox</li> <li>• Holy Communion -Pilgrimage</li> <li>• Importance of Christmas</li> <li>• importance of Easter</li> </ul> <p><b><u>Unit 2: Islam – Practices</u></b></p> <p>Overall focus for the unit: To understand the different practices within Islam.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Shahadah</li> <li>• Salah – How and why</li> <li>• Prayer and Jummah prayer</li> <li>• Sawm</li> <li>• Zakah</li> <li>• Hajj and Ummah</li> <li>• Significance of Hajj</li> <li>• The Mosque</li> <li>• Festivals – Eid-ul-Adha and Fitr</li> </ul>	<p><b>Two units are taught by two teachers</b></p> <p><b><u>Unit 3: Relationships and families</u></b></p> <p>Overall focus for the unit: To understand the Christian and Muslim belief surrounding the issues below.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Sexual relationships and contraception</li> <li>• Marriage</li> <li>• Same sex marriage and cohabitation</li> <li>• Divorce</li> <li>• Roles of family and purpose</li> <li>• Contemporary family issues</li> <li>• Gender equality</li> </ul> <p><b><u>Unit 3: Crime and punishment</u></b></p> <p>Overall focus for the unit: To understand the Christian and Muslim belief surrounding the issues below.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Good and Evil</li> <li>• Good and evil actions Vs intentions</li> <li>• Reasons for crime</li> <li>• How people should be treated?</li> <li>• Views of different types of crime</li> <li>• Aims of Punishment</li> <li>• Treatment of criminals</li> <li>• Religious view of punishment</li> <li>• Community punishment</li> <li>• Community service</li> <li>• Forgiveness</li> </ul>

	Autumn	Spring	Summer
<b>YEAR 11</b> <b>AQA GCSE</b> <b>Religious</b> <b>Studies</b>	<p><b>Two units are taught by two teachers and then the other teacher will teach Islam review</b></p> <p><b><u>Unit 3: Relationships and families</u></b>  <i>Continued</i></p> <p><b><u>Unit 3: Crime and punishment</u></b>  <i>Continued</i></p> <p><b><u>Islam review</u></b></p> <p>Overall focus for the unit:  To review the different beliefs and practices within Islam.</p> <ul style="list-style-type: none"> <li>• Introduction to Islam</li> <li>• The 6 articles of faith in Sunni Islam</li> <li>• Usul ad din</li> <li>• Nature of Allah- oneness</li> <li>• Authority- the concept of Risalah</li> <li>• Prophet Ibrahim</li> <li>• Prophet Muhammad</li> <li>• The Qur'an</li> </ul>	<p><b>Two units are taught by one teacher and Islam review for the other teacher</b></p> <p><b><u>Unit 4: Religion and life</u></b></p> <p>Overall focus for the unit:  To understand the Christian and Muslim belief surrounding the issues below.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Science vs Religion – World Science vs Religion</li> <li>• Humanity</li> <li>• Religious teachings</li> <li>• Problems with theories</li> <li>• Environment</li> <li>• Use of animals</li> <li>• Sanctity of life and abortion</li> <li>• Euthanasia</li> <li>• Death and the afterlife</li> </ul> <p><b><u>Unit 4: Peace and Justice</u></b></p> <p>Overall focus for the unit:  To understand the Christian and Muslim belief surrounding the issues below.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Religious views of peace and justice</li> <li>• Forgiveness and reconciliation</li> <li>• Violence and violent protests</li> <li>• Terrorism</li> <li>• War- including retaliation</li> <li>• Use of weapons</li> <li>• Just war/Holy war</li> <li>• Pacifism</li> <li>• Individuals who work for peace</li> </ul>	<p>Study skills and revision</p>