



Curriculum Overview 2025 2026
Ethics Department

Department	Ethics
Head of Department	Mrs L Smillie
Department Members	Miss G Belfiore Mrs L Smillie Miss S Miah
Accommodation and Resources	T4 T5 T6 Departmental resources include laptops and textbooks.

<p><u>Curriculum Intent</u></p>	<p>The curriculum in Ethics covers Religious Studies, Citizenship & Law. At the heart of the Ethics curriculum, is the Fulston Family Values. Our subjects allow for students to show ambition and fortitude whilst practicing mindfulness when looking at various beliefs and sensitive issues that exist in our world today. Together, these subjects teach students about the world they live in, their rights and the impact they can have whilst providing knowledge which enables students to be tolerant and understanding of other people, within a multicultural, secular society, with people of alternative faiths or none. Therefore, it is vital that our students as young citizens, are equipped with the knowledge to enable them to conduct themselves in a manner that demonstrates British Values of mutual respect and tolerance and how this is embedded into our legal systems, culture and our attitudes. Religious Studies makes a key and unique contribution to understanding British heritage, culture and values as students learn how to become respectful, knowledgeable and tolerant citizens. Our students have the opportunity to reflect upon ultimate questions which equip them with valuable skills such as debate and discussion in a safe and respectful environment that will help prepare them for life.</p> <p>We aim to broaden the mind of children by allowing them to challenge topics they would never usually be able to; politics, social agenda and legal changes. Students learn about their own rights and responsibilities, what it means to live in Modern Britain and how to participate in a political climate.</p> <p>As they mature into young adults students have the opportunity to study law, both common and by statute. The legal sector, with our ever increasing regulations and rules is expanding, and studying law at A-level gives pupils a firm first step on the path to employment in it.</p> <p>Through ethics, our students are well equipped for work across a wide array of professions, due to the analytical and methodical methods engaged throughout the curriculum. Ethics students are able to critically assess and investigate information, and bring arguments to a logical and persuasive conclusion, which is vital to any university degree, and is an invaluable skill to non-graduate and graduate employers alike.</p>
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Curriculum Implementation

Key Stage 3:

What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Religion	Jesus	Forgiveness	Miracles	Sikhi	Identity
Previous knowledge recalled	<p><i>From KS2:</i> Atheist/Theist</p> <p>Jesus</p> <p>God</p> <p>Christianity</p>	<p><i>From KS2:</i> Nativity, Christmas story, Christingle</p> <p>Basic knowledge of the trinity from term 1, linking Jesus to his works</p>	<p><i>From KS2:</i> Forgiveness in the Lord's Prayer and Jesus' actions.</p> <p>Forgiveness from term 2, linking the concept of forgiveness to Jesus' miracles – God's forgiveness</p> <p>Prayer</p>	<p><i>From KS2:</i> Jesus' miracles.</p> <p>Miracles – linking Jesus' miracles to the resurrection how this is the ultimate miracle and the basis of Christianity</p>	<p><i>From KS2:</i> Sikhism</p> <p>From term 1– religion on the street.</p>	<p><i>From KS2:</i> Sikhism & the 5ks</p> <p>Introduction to Sikhism – term 5.</p>
New Knowledge	<p>Students will explore different attitudes towards religion and faith. Investigate who God is to different believers and define key ideas of theism and atheism.</p>	<p>This term students will question why Jesus is so inspiring to some people, what would Jesus do and can we live by the values of Jesus in the twenty-first century.</p>	<p>This term students will explore the nature of forgiveness, how a Christian uses their faith in order to help them to offer forgiveness to people who have harmed them. Real life case studies are used to demonstrate forgiveness.</p>	<p>This term students review miracles from the gospels and reach a judgement about the validity of modern miracles.</p> <p>Students will evaluate Holy Week and consider the validity of Jesus' resurrection</p>	<p>This term students learn from and about the religion of Sikhism. Students will learn about the foundations of faith.</p>	<p>This term students will compare Sikhs to Khalsa Sikhs, questioning what does it mean to be a Sikh in Britain today. Students will consider to what extent teenage Sikhs are able to put down new roots without losing touch with their faith.</p>



Key Knowledge Assessment	“A non-religious person can believe in God”	“A warrior Messiah would have been a better leader than a servant”	“Maureen was right to forgive her husband’s murderers”	“Miracles are a myth”	“What would you be willing to dedicate your life to?”	“What does it mean to belong?”
Links to literacy and numeracy	<p><u>Tier 3</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Atheist - Benevolence - Buddhism - Compassion - Eternal - Everlasting - God - Heaven - Hell - Hinduism - Islam - Judaism - Love - Sikhism <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast 	<p><u>Tier 3</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Abraham - Christ - Hero - Jesus - Jerusalem - Joseph - Mary - Messiah - Moses - Nativity - Plague - Romans - Saviour - Servant - Temple - Warrior - Zealots <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate 	<p><u>Tier 3</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Forgiveness - Jesus - Lord’s Prayer - Love - Miracles - Prayer - Teaching <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<p><u>Tier 3</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Forgiveness - Good Friday - Holy Week - Jerusalem - Jesus - Miracles - Prayer - Resurrection - Teaching <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<p><u>Tier 3</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Sikhi - Sikhism - Identity - Equality - Guru - Guru Granth Sahib - Gurdwara - Langar <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<p><u>Tier 3</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Kara - Kanga - Kesh - Kachera - Kirpan - Golden Temple <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest



	<ul style="list-style-type: none"> - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Analyse -Evaluate - Contrast - Identify - Summarise - Suggest 				
<p>Extra-Curricular opportunities</p>	<p>Students can add to their learning by listening to Podcasts such as Bible binge or Truth Seekers. Reading books such as 50 Craziest Bible Stories by Andy Robb or Sikhism: A Very Short Introduction by Eleanor Nesbitt. Students can watch films such as Bruce and Evan Almighty, Bend it Like Beckham and the Prince of Egypt. In addition to this students can visit Canterbury and Rochester Cathedral or Guru Gobind Singh Gurdwara in Gillingham or the Guru Hargobind Gurdwara in Gravesend.</p>					
<p>Links to careers/ aspirations</p>	<p>Religious studies can provide a strong foundation for a variety of careers by fostering critical thinking, cultural sensitivity, and ethical reasoning. The skills developed through the study of religion are transferable and can be applied to diverse professional fields.</p> <p><u>Links to Careers/ Aspirations:</u></p> <ul style="list-style-type: none"> • Advice worker • Charity fundraiser • Charity officer • Civil Service administrator • Community development worker • Editorial assistant • Equality, diversity and inclusion officer • Mediator • Newspaper journalist • Policy officer • Police officer • Lawyer/ Solicitor • Youth worker • Social Worker • Doctor • Environmentalist 					



	<ul style="list-style-type: none"> • Counsellor • Politician • Higher education lecturer • Primary school teacher • Secondary school teacher
<p>Links to our Fulston FAMILY values</p>	<p>Fortitude:</p> <p>The concept of fortitude can be examined through the lens of religious narratives and teachings that emphasize perseverance in the face of challenges. Many religious traditions contain stories of individuals who demonstrated courage and strength of character in their spiritual journeys.</p> <p>Ambition:</p> <p>Ambition within the context of religious studies can be explored as the aspiration for spiritual growth and enlightenment. Many religious traditions encourage followers to aspire to higher moral and spiritual ideals, fostering a sense of purpose and ambition on the path to spiritual development.</p> <p>Mindful:</p> <p>Mindfulness can be studied as a common thread in various religious practices. Contemplative practices, prayer, and meditation are often integral to religious traditions, promoting a state of mindfulness and deep connection with the divine.</p> <p>Integrity:</p> <p>Integrity is a key theme in religious texts and teachings. Virtues such as honesty, truthfulness, and moral uprightness are often emphasized across different religions as essential components of a righteous and spiritually fulfilling life.</p> <p>Leadership:</p> <p>Leadership qualities can be explored in the context of religious figures who served as leaders within their communities. Analysing the leadership styles and qualities of religious leaders can provide insights into effective and ethical leadership principles.</p> <p>Young Citizen:</p> <p>The role of young individuals as responsible citizens can be examined through the teachings and examples found in religious texts. Many religious traditions emphasize the importance of ethical behaviour, social responsibility, and community engagement from a young age.</p> <p>By approaching these values from a broader religious studies perspective, one can identify common themes and principles that transcend specific religious traditions. This approach allows for a more comprehensive understanding of how various religions address and promote these values within their unique contexts.</p>

What my child will learn in Year 8

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Buddhism	Rules	Judgment	Islam	Tolerance	Inclusion



Previous knowledge recalled	<i>From KS2: Buddhism</i>	<i>From KS2: 5k's</i>	<i>From KS2: The afterlife</i> Heaven & Hell Reincarnation – karma/soul	<i>From KS2: Islam</i> Judgement		Christianity – Jesus' compassion. Sikhism identity and equality
New Knowledge	This term students will learn from and about the religion of Buddhism. Students will learn about the foundations of the faith.	This term students consider what it means for a Buddhist to live their life according to the Eightfold Path and Four Noble Truths. Students will evaluate the purpose of rules and happiness.	This term students will consider what happens after we die. Does the soul live on beyond this world, are near death experiences proof of an afterlife? Students will evaluate the purpose of judgement in deciding what happens after death.	This term students from and about the religion of Islam. Students will learn about the foundations of the faith.	Students will learn about issues arising for prejudice and discrimination towards protected groups.	Students will apply the knowledge from tolerance to religious examples such as Jesus' treatment of women and Sikh equality.
Key Knowledge Assessment	Low stakes quiz based on knowledge from the term	"Right action is more important than right mindfulness in the noble eightfold path"	"Evaluate the strengths and weaknesses of Hindu beliefs about life after death".	"Hajj is the most important of the Five Pillars of Islam"	"Men and women should be treated equally"	"Religious dress should not be accepted in the UK"
Links to literacy and numeracy	Tier 3 <u>Vocabulary</u> - Anicca - Anatta	Tier 3 <u>Vocabulary</u> - Anicca - Anatta	Tier 3 <u>Vocabulary</u> - Afterlife - Eternal	Tier 3 <u>Vocabulary</u> - Allah - Five Pillars of Islam	Tier 3 <u>Vocabulary</u> - Discrimination - Disability	Tier 3 <u>Vocabulary</u> - Discrimination - Disability



	<ul style="list-style-type: none"> - Buddhism - Buddha - Dhamma - Dukkha - Enlightenment - Karma - Lotus - Meditation Nirvana - Precept - Samsara <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Buddhism - Buddha - Dhamma - Dukkha - Enlightenment - Karma - Lotus - Meditation Nirvana - Precept - Samsara <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Heaven - Hell - Hindu - Karma - Miracle - Muslim - Near Death Experience - Resurrection - Reincarnation - Samsara - Sin <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Salat - Zakat - Sawm - Hajj - Shahadah - Ramadan - Mekka - Miracle - Mosque - Muhammad - Prayer - Revelation - Qur'an <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> discrimination - Equality - Freedom of expression - Freedom of religious dress - Misogyny - Prejudice - Racism - Religious dress <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> discrimination - Equality - Freedom of expression - Freedom of religious dress - Misogyny - Prejudice - Racism - Religious dress <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest
Extra-Curricular opportunities	<p>Students can add to their learning by listening to Podcasts such as Learn Buddhism, Islam in Focus Kids or Be You. Reading books such as the LGBTQ+ History Book: Big Ideas Simply Explained by DK, Little people, Big Dreams: Malala Yousafzai by Maria Isabel Sanches Vegara or Exploring Buddhism: A Guide for Young People, by Mary C. Hickey. Students can watch films such as The Buddha, Coco, The book of life and Wonder. In addition to this students can visit The Sittingbourne Islamic Cultural Centre, Guru Gobind Singh Gurdwara in Gillingham or the Buddhapadipa Temple, London.</p>					
Links to	<p>Religious studies can provide a strong foundation for a variety of careers by fostering critical</p>					



<p>careers/ aspirations</p>	<p>thinking, cultural sensitivity, and ethical reasoning. The skills developed through the study of religion are transferable and can be applied to diverse professional fields.</p> <p><u>Links to Careers/ Aspirations:</u></p> <ul style="list-style-type: none"> • Advice worker • Charity fundraiser • Charity officer • Civil Service administrator • Community development worker • Editorial assistant • Equality, diversity and inclusion officer • Mediator • Newspaper journalist • Policy officer • Police officer • Lawyer/ Solicitor • Youth worker • Social Worker • Doctor • Environmentalist • Counsellor • Politician • Higher education lecturer • Primary school teacher • Secondary school teacher
<p>Links to our Fulston FAMILY values</p>	<p>Fortitude:</p> <p>The concept of fortitude can be examined through the lens of religious narratives and teachings that emphasize perseverance in the face of challenges. Many religious traditions contain stories of individuals who demonstrated courage and strength of character in their spiritual journeys.</p> <p>Ambition:</p> <p>Ambition within the context of religious studies can be explored as the aspiration for spiritual growth and enlightenment. Many religious traditions encourage followers to aspire to higher moral and spiritual ideals, fostering a sense of purpose and ambition on the path to spiritual development.</p>



Mindful:

Mindfulness can be studied as a common thread in various religious practices. Contemplative practices, prayer, and meditation are often integral to religious traditions, promoting a state of mindfulness and deep connection with the divine.

Integrity:

Integrity is a key theme in religious texts and teachings. Virtues such as honesty, truthfulness, and moral uprightness are often emphasized across different religions as essential components of a righteous and spiritually fulfilling life.

Leadership:

Leadership qualities can be explored in the context of religious figures who served as leaders within their communities. Analysing the leadership styles and qualities of religious leaders can provide insights into effective and ethical leadership principles.

Young Citizen:

The role of young individuals as responsible citizens can be examined through the teachings and examples found in religious texts. Many religious traditions emphasize the importance of ethical behaviour, social responsibility, and community engagement from a young age.

By approaching these values from a broader religious studies perspective, one can identify common themes and principles that transcend specific religious traditions. This approach allows for a more comprehensive understanding of how various religions address and promote these values within their unique contexts.

What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Morality	Evil and Suffering	Sanctity of Life	Prejudice	Judaism	Persecution
Previous knowledge recalled	Christianity Forgiveness	Christianity Buddhism Capital punishment Morality	Christianity Buddhism Value of life Morality	Christianity Islam Sanctity of Life Morality Forgiveness	Leaders in faith Moses & Abraham	Judaism Sanctity of Life
New Knowledge	This term students will determine right from wrong, learning about absolute and	This term students will investigate the origins of evil and suffering, debate who is responsible	This term students will debate at when does life begin and discuss whether quality of life	This term students will define the terms prejudice and discrimination with a focus on the	This term students will learn from and about the religion of Judaism. Students will learn about	This term students will learn about the persecution of the Jewish people in the holocaust,



	<p>relative morality and applying these approaches to case studies.</p> <p>In addition to this students will debate the rights and wrongs of capital punishment.</p>	<p>for evil and suffering and evaluate God’s role as an omnipotent and benevolent being and why people continue to suffer.</p> <p>Students also consider the value of animal life.</p>	<p>should be considered over the intrinsic value of human life.</p> <p>In addition to this students will evaluate the rights and wrongs of the use of the atomic bomb on Hiroshima.</p>	<p>situation for African Americans in the Southern states of the USA, including Rosa Parks, Martin Luther King and Malcolm X.</p>	<p>the foundations of the faith.</p>	<p>students will learn about the Final Solution and consider how inhumane humanity can be.</p>
Key Knowledge Assessment	“It is never right to kill”	“God cannot be omnipotent and omnibenevolent when there is evil in the world”	“America was justified in the use of the atomic bomb on Hiroshima”	“Rosa Parks was right to not give up her seat on the bus.”	“The 10 commandments are outdated and no longer necessary”	“Humans are innately sinful”
Links to literacy and numeracy	<p><u>Tier 3</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Capital punishment - Conscience - Crime - Deterrence - Discrimination - Duty - Evil - Forgiveness - Immoral - Law - Moral 	<p><u>Tier 3</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Animal Rights - Evil - Factory Farming - Free Range - Forgiveness - Heaven - Hell - Immoral - Intentions - Inconsistent Triad 	<p><u>Tier 3</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Abortion - Conception - Contraception - Euthanasia - Hospice - Nuclear Weapons - Peace - Pro-life - Pro-choice - Quality of life 	<p><u>Tier 3</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - African American - Allah - Apartheid - Discrimination - Forgiveness - Islam - Prejudice - Racism - Segregation - USA 	<p><u>Tier 3</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Atonement - Covenant - Eternal - Hebrew - Holocaust - Jew - Kosher - Nazi - Persecution - Prejudice - Prophet - Scapegoat 	<p><u>Tier 3</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Atonement - Covenant - Eternal - Hebrew - Holocaust - Jew - Kosher - Nazi - Persecution - Prejudice - Prophet - Scapegoat



	<ul style="list-style-type: none"> - Morality - Murder - Protection - Prejudice - Reformation - Retribution <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Moral Evil - Omnipotent - Omniscient Omnibenevolent - Natural Evil - Suffering - Vegan - Vegetarian <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Reparations - Sanctity of life - War <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Temple - Torah <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest 	<ul style="list-style-type: none"> - Temple - Torah <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Debate - Analyse - Evaluate - Contrast - Identify - Summarise - Suggest
<p>Extra-Curricular opportunities</p>	<p>Students can add to their learning by listening to Podcasts such as Learn Judaism, CleanLaw. Podcast or the PETA Podcast. Reading books such as the <i>Less than human</i> by David Livingstone Smith, <i>Hiroshima</i> by John Hersey, <i>We, the accused</i> by Ernest Raymond or <i>Night</i> by Elie Wiesel. Students can watch films such as <i>The Book Thief</i>, <i>Selma</i> or <i>The Darkest Hour</i>. In addition to this students can visit The Imperial War Museum, Clink Museum, London or The Old Bailey.</p>					
<p>Links to careers/ aspirations</p>	<p>Religious studies can provide a strong foundation for a variety of careers by fostering critical thinking, cultural sensitivity, and ethical reasoning. The skills developed through the study of religion are transferable and can be applied to diverse professional fields.</p> <p><u>Links to Careers/ Aspirations:</u></p> <ul style="list-style-type: none"> • Advice worker • Charity fundraiser • Charity officer • Civil Service administrator 					



- Community development worker
- Editorial assistant
- Equality, diversity and inclusion officer
- Mediator
- Newspaper journalist
- Policy officer
- Police officer
- Lawyer/ Solicitor
- Youth worker
- Social Worker
- Doctor
- Environmentalist
- Counsellor
- Politician
- Higher education lecturer
- Primary school teacher
- Secondary school teacher

Links to our Fulston FAMILY values

Fortitude:

The concept of fortitude can be examined through the lens of religious narratives and teachings that emphasize perseverance in the face of challenges. Many religious traditions contain stories of individuals who demonstrated courage and strength of character in their spiritual journeys.

Ambition:

Ambition within the context of religious studies can be explored as the aspiration for spiritual growth and enlightenment. Many religious traditions encourage followers to aspire to higher moral and spiritual ideals, fostering a sense of purpose and ambition on the path to spiritual development.

Mindful:

Mindfulness can be studied as a common thread in various religious practices. Contemplative practices, prayer, and meditation are often integral to religious traditions, promoting a state of mindfulness and deep connection with the divine.

Integrity:

Integrity is a key theme in religious texts and teachings. Virtues such as honesty, truthfulness, and moral uprightness are often emphasized across different religions as essential components of a righteous and spiritually fulfilling life.



	<p>Leadership:</p> <p>Leadership qualities can be explored in the context of religious figures who served as leaders within their communities. Analysing the leadership styles and qualities of religious leaders can provide insights into effective and ethical leadership principles.</p> <p>Young Citizen:</p> <p>The role of young individuals as responsible citizens can be examined through the teachings and examples found in religious texts. Many religious traditions emphasize the importance of ethical behaviour, social responsibility, and community engagement from a young age.</p> <p>By approaching these values from a broader religious studies perspective, one can identify common themes and principles that transcend specific religious traditions. This approach allows for a more comprehensive understanding of how various religions address and promote these values within their unique contexts.</p>
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Extended Learning Opportunities for Key Stage 3	Key Stage 3 Religious Studies competition leads to preparation for GCSE RS, Citizenship. These subjects teach students about the world they live in, their rights and the impact they can have whilst providing knowledge which enables students to be tolerant and understanding of other people, within a multicultural, secular society, with people of alternative faiths or none regardless of whether they chose to continue to study RS into KS4 & KS5.
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Key Stage 4:

What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Religion, Crime & Punishment	Religion, Crime & Punishment Christian Beliefs	Christian Beliefs	Religion & Life	Religion & Life	Islamic Beliefs
Previous knowledge recalled	<i>From KS3: Capital Punishment Forgiveness Christianity Islam</i>	<i>From KS3: Capital Punishment Forgiveness Christianity Islam</i> <i>From KS3: The nature of God Evil and Suffering</i>	<i>From KS3: Parts of the Trinity Nativity story Forgiveness and compassion Miracles Jesus Forgiveness Holy Week</i>	<i>From KS3: Use of Animals Vegetarianism Abortion</i>	<i>From KS3: Introduction to Islam Heaven & Hell</i>	<i>From KS3: Introduction to Islam Akhirah The life of Muhammad (PBUH) Prophethood</i>
New Knowledge	Students study religious teachings, philosophical and ethical		Students will study the key beliefs and teachings of Christianity. They will be	Students study religious teachings, philosophical and ethical		Students study the beliefs and teachings of Islam and sources of



	<p>arguments, relating to the issues that follow and their impact and influence in the modern world. They are aware of contrasting perspectives in contemporary British society on all of these issues. They are able to explain contrasting beliefs on the following issues with the application of non-religious, Christian and Islamic beliefs.</p> <ul style="list-style-type: none"> - Reasons for crime - Corporal punishment. - Death penalty. - Forgiveness. 		<p>able to refer to scripture and/or sacred texts where appropriate.</p> <ul style="list-style-type: none"> - The Nature of God. - Creation. - The Afterlife. - Jesus. - Holy Week. 	<p>arguments, relating to the issues that follow and their impact and influence in the modern world. They are aware of contrasting perspectives in contemporary British society on all of these issues. They are able to explain contrasting beliefs on the following issues with the application of non-religious, Christian and Islamic beliefs.</p> <ul style="list-style-type: none"> - Origins of the universe. - Abortion. - Euthanasia. - The use of Animals. - The Afterlife. 		<p>wisdom and authority. They refer to scripture and other writings where appropriate. Students study the common and divergent views within Islam in the way beliefs and teachings are understood and expressed. Students may refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam.</p> <ul style="list-style-type: none"> - Shahadah. - Holy Books. - - Prophethood. - Imamate. - Angels - Sunni and Shi'a Islam - Akhirah
Key Knowledge Assessment	<ul style="list-style-type: none"> - Mid- Term 12-mark assessment: Religion, Crime & Punishment. 	<ul style="list-style-type: none"> - End of Unit Assessment: Religion, Crime & Punishment. - 12-mark assessment: Christian Beliefs 	<ul style="list-style-type: none"> - End of Unit Assessment: Christian Beliefs 	<ul style="list-style-type: none"> - 12-mark assessment: Religion & Life 	<ul style="list-style-type: none"> -End of Unit Assessment: Religion & Life 	<ul style="list-style-type: none"> - 12-mark assessment: Islamic Beliefs - End of Unit Assessment: Islamic Beliefs



Links to literacy and numeracy	<p><u>Tier 3 Vocabulary</u></p> <ul style="list-style-type: none"> - Capital punishment - Community service order - Conscience - Corporal punishment - Crime - Deterrence - Duty - Evil - Forgiveness - Greed - Hate crime - Imprisonment - Law - Murder - Order - Parole - Protection - Reformation - Reparation - Retribution - Theft - Victim - Vindication - Young offenders <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Analyse - Evaluate - Examine - Contrast - Criticise - Interpret - Justify - Identify - Outline - Illustrate - Recognise - Investigate - Summarise - Suggest 	<p><u>Tier 3 Vocabulary</u></p> <ul style="list-style-type: none"> - Ascension - Atonement - Bible - Christ - Christian - Creation - Crucifixion - Evil - The Father - Grace - Heaven - Hell - Holy Spirit - Incarnation - Judgement - Just - Law - Lord's Prayer - Omnipotent - The Oneness of God - Original sin - Resurrection - Salvation - Sin - Son of God - Sources of wisdom and authority - Suffering - Trinity - Word <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Analyse - Evaluate - Examine - Contrast - Criticise - Interpret - Justify - Identify - Outline - Illustrate 	<p><u>Tier 3 Vocabulary</u></p> <ul style="list-style-type: none"> - Ascension - Atonement - Bible - Christ - Christian - Creation - Crucifixion - Evil - The Father - Grace - Heaven - Hell - Holy Spirit - Incarnation - Judgement - Just - Law - Lord's Prayer - Omnipotent - The Oneness of God - Original sin - Resurrection - Salvation - Sin - Son of God - Sources of wisdom and authority - Suffering - Trinity - Word <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Analyse - Evaluate - Examine - Contrast - Criticise - Interpret - Justify - Identify - Outline - Illustrate 	<p><u>Tier 3 Vocabulary</u></p> <ul style="list-style-type: none"> - Abortion - Afterlife - Animal rights - Awe - Big Bang Theory - Charles Darwin - Creation - Conception - Conservation - Dominion - Environment - Euthanasia - Evolution - Fossil fuels - Hospice - Natural resources - Pesticide - Pro-life - Pro-choice - Quality of life - Right to die - Sanctity of life - Science - Stewardship - Sustainable energy <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Analyse - Evaluate - Examine - Contrast - Criticise - Interpret - Justify - Identify - Outline - Illustrate - Recognise - Investigate 	<p><u>Tier 3 Vocabulary</u></p> <ul style="list-style-type: none"> - Abortion - Afterlife - Animal rights - Awe - Big Bang Theory - Charles Darwin - Creation - Conception - Conservation - Dominion - Environment - Euthanasia - Evolution - Fossil fuels - Hospice - Natural resources - Pesticide - Pro-life - Pro-choice - Quality of life - Right to die - Sanctity of life - Science - Stewardship - Sustainable energy <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Analyse - Evaluate - Examine - Contrast - Criticise - Interpret - Justify - Identify - Outline - Illustrate - Recognise - Investigate 	<p><u>Tier 3 Vocabulary</u></p> <ul style="list-style-type: none"> - Akhirah - Angels - Day of Judgement - Fairness - The Five Pillars - The five roots of Usul ad-Din - Greater jihad - Heaven - Hell - Ibrahim - The imamate - Immanence - Jibril - The Ka'aba - Lesser jihad - Muslim - Muhammad - The Night of Power - The Oneness of God - Predestination - The Shahadah - Shi'a Islam - Sunni Islam - Tawhid <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> - Explain - Define - Analyse - Evaluate - Examine - Contrast - Criticise - Interpret - Justify - Identify
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		<ul style="list-style-type: none"> - Recognise - Investigate - Summarise - Suggest 	<ul style="list-style-type: none"> - Recognise - Investigate - Summarise - Suggest 	<ul style="list-style-type: none"> - Summarise - Suggest 	<ul style="list-style-type: none"> - Summarise - Suggest 	<ul style="list-style-type: none"> - Outline - Illustrate - Recognise - Investigate - Summarise - Suggest
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<p>Extra-Curricular opportunities</p>	<p><u>Religion, Crime & Punishment:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • The Sinner and the Saint by Dostoevsky • We, the accused by Ernest Raymond • The Killer Across the Table by John E Douglas • Monster: My True Story by Aileen Wuornos • Less than human by David Livingstone Smith <p>Listen:</p> <ul style="list-style-type: none"> • In the Dark Podcast • Forgotten prison Podcast • Secret life of prison Podcast • Necessary Blackness Podcast • The F Word Podcast • Love, Forgive, Live Podcast <p>Watch:</p> <ul style="list-style-type: none"> • Inside death Row with Trevor McDonald (ITV) • Inside the world's toughest prisons (15 – Netflix) • Killer Women with Piers Morgan (15- Netflix) • Becoming Ian Brady (Prime Video) • The Unforgivable (15-Netflix) • Trial by fire (15 – Netflix) <p>Explore and Visit:</p> <ul style="list-style-type: none"> • Local magistrates court • Maidstone Crown Court • Old Bailey • Clink museum London <p><u>Christian Beliefs:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Bible • The God Delusion by Richard Dawkins • You were made to make a difference by Max Lucado & Jenna Lucado-Bishop • Sophie's World by Joseon Gardener <p>Listen:</p> <ul style="list-style-type: none"> • Premier Christian Radio • UCB1 and UCB2 • The Bible in a Year Podcast • Christian Women in the UK Podcast <p>Watch:</p> <ul style="list-style-type: none"> • Louis Theroux Interviews Stormzy (BBC)
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- God Calling (15 – Netflix)
- 90 minutes in Heaven (Netflix)
- The Shack (PG Netflix)
- Bruce Almighty (12 Disney+)
- Evan Almighty (Netflix)
- The Invention of Lying- PG-13 (Netflix)
- The Belief in God (BBC iPlayer)

Explore and Visit:

- Canterbury Cathedral
- Rochester Cathedral
- Local Churches
- The Sisters of Christ Nunnery Sittingbourne
- Aylesford Priory Maidstone
- Jerusalem
- St Augustine's Abbey Canterbury, Kent
- Canterbury Roman Museum
- Bethany Chapel, Maidstone, Kent
- Abrahams Gallery, Canterbury, Kent
- Canterbury tales, Canterbury, Kent

Religion & Life:

Read:

- The Humans by Matt Hague
- The Rest of Us Just Live Here by Patrick Ness
- Animal Liberation by Peter Singer
- Sentient – What animals reveal about human senses by Jackie Higgins
- The Dying Process by Katie Duncan

Listen:

- How to save the planet podcast
- CleanLaw. Podcast
- The PETA Podcast
- Animal Law Podcast
- Knowing Animals Podcast
- Unaborted Podcast
- My abortion my life podcast
- Road Closed Podcast

Watch:

- Extremis (15 – Netflix)
- Babies (Netflix)
- The Meltdown -Three Miles Island (Netflix)
- My sister's keeper (Netflix)
- Vera Drake (Netflix)
- Unplanned (Netflix)
- Blue Planet (BBC)
- Short Stay in Switzerland (BBC)
- Me before you

Explore and Visit:

- Science Museum



- Natural History Museum
- Aquarium (Sea Life Centre)
- Zoo
- The Beaney Canterbury
- Cadbury Factory

Islamic Beliefs:

Read:

- Quran
- Islam a short history by Karen Armstrong
- A thinking person guide to Islam by H.R.H Prince Ghazi Bin Muhammad
- Islam 101
- Islam for teenagers by Karim Ahmad Ali

Listen:

- Delving into Islam Podcast
- Stories of Prophets in Islam Podcast
- Life of the Prophet Muhammad Podcast
- Quran Podcast
- Buzz Islam
- Dawn FM

Watch:

- Malcolm X (15 – Prime Video)
- Wadjda (PG – Prime Video)
- A Separation (PG – Prime Video)
- Being Muslim (BBC)
- Inside Islam the untold story of Islam (BBC)
- The life of Muhammad (BBC)
- Slumdog Millionaire (15 – Disney+)

Explore and Visit:

- Sittingbourne Mosque
- East London Mosque
- Mecca

Links to careers/ aspirations

Studying GCSE Religious Studies can provide you with valuable skills for various careers, including:

Critical Thinking: RS encourages analytical and evaluative thinking, helping you assess information and make informed decisions.

Communication skills: You develop effective communication skills by expressing complex ideas clearly, both in writing and verbally.

Cultural Awareness: RS fosters an understanding of diverse cultures, beliefs, and perspectives, which is crucial in a globalized workplace.

Research: You gain research skills, enabling you to gather, analyse, and synthesize information.

Empathy: Studying different religions helps cultivate empathy and understanding, important in roles that involve working with diverse groups of people.

Ethical Reasoning: RS teaches ethical considerations, preparing you to navigate moral dilemmas and make principled decisions in various fields.

Tolerance and Respect: You learn to appreciate and respect diverse viewpoints, promoting tolerance and cooperation in the workplace.

Problem-Solving: RS enhances your ability to analyse complex issues and devise solutions.



Links to Careers/ Aspirations:

- Advice worker
- Charity fundraiser
- Charity officer
- Civil Service administrator
- Community development worker
- Editorial assistant
- Equality, diversity and inclusion officer
- Mediator
- Newspaper journalist
- Policy officer
- Police officer
- Lawyer/ Solicitor
- Youth worker
- Social Worker
- Doctor
- Environmentalist
- Counsellor
- Politician
- Higher education lecturer
- Primary school teacher
- Secondary school teacher

Links to our Fulston FAMILY values

Fortitude:

The concept of fortitude can be examined through the lens of religious narratives and teachings that emphasise perseverance in the face of challenges. Many religious traditions contain stories of individuals who demonstrated courage and strength of character in their spiritual journeys. During KS4, students will be introduced to a range of Religious Leaders and examples of people who have demonstrated Fortitude throughout history in each unit of work. For example, Jesus, Ibrahim, Prophet Muhammad (PBUH), Rosa Parks, Martin Luther King, Diane Pretty and Desmond Doss.

Students will demonstrate fortitude during difficult periods of the RS GCSE whilst evaluating and analysing content.

Ambition:

Ambition within the context of religious studies can be explored as the aspiration for spiritual growth and enlightenment. Many religious traditions encourage followers to aspire to higher moral and spiritual ideals, fostering a sense of purpose and ambition on the path to spiritual development.

Students will be demonstrated Ambition during the study of the RS GCSE by completing challenge questions feathered through the Scheme of Work.

Mindful:

Mindfulness can be studied as a common thread in various religious practices. Contemplative practices, prayer, and meditation are often integral to religious traditions, promoting a state of mindfulness and deep connection with the divine.

During KS4, students will be introduced to a range of Religious Leaders and examples of people who have demonstrated the quality of being and showing mindfulness. For example, Jesus, Ibrahim, Martin Luther King, Desmond Doss, Gee Walker and Lord Longford.

Students are given the opportunity to demonstrate the skill of mindfulness during the RS course by being introduced to a variety of controversial topics and ought to foster mindfulness when discussing sensitive content and a variety of different beliefs and perspectives.

Integrity:

Integrity is a key theme in religious texts and teachings. Virtues such as honesty, truthfulness, and



moral uprightness are often emphasized across different religions as essential components of a righteous and spiritually fulfilling life.

Leadership:

Leadership qualities can be explored in the context of religious figures who served as leaders within their communities. Analysing the leadership styles and qualities of religious leaders can provide insights into effective and ethical leadership principles.

Students are given the opportunity to demonstrate leadership skills during group activities and debates in class.

Young Citizen:

The role of young individuals as responsible citizens can be examined through the teachings and examples found in religious texts. Many religious traditions emphasize the importance of ethical behaviour, social responsibility, and community engagement from a young age.

By approaching these values from a broader religious studies perspective, one can identify common themes and principles that transcend specific religious traditions. This approach allows for a more comprehensive understanding of how various religions address and promote these values within their unique contexts.

What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Religion, Peace & Conflict	Religion, Peace & Conflict	Religion & Relationships	Christian Practices, Islamic Practices	Exams	
Previous knowledge recalled	<i>From KS3: Buddhism Causes of war WW2 Hiroshima</i>		<i>From KS3 & PDC: Contraception Sexuality Safe relationships Inclusion LGBTQAI+ Community</i>	<i>From KS3: 5 Pillars of Islam The purpose of Hajj Christian & Islamic beliefs the foundation for the action the why to the how</i>		
New Knowledge	Students study religious teachings, philosophical and ethical arguments, relating to the issues that follow and their impact and influence in the modern		Students study religious teachings, philosophical and ethical arguments, relating to the issues that follow and their impact and influence in the modern world. They	<u>Christian Practices:</u> Students explore the rituals, ceremonies, and traditions that form the core of Christian worship and communal		



	<p>world. They are aware of contrasting perspectives in contemporary British society on all of these issues. They are able to explain contrasting beliefs on the following issues with the application of non-religious, Christian and Islamic beliefs.</p> <ul style="list-style-type: none"> - Violence - Violent Protest - Terrorism - Reason for War - Nuclear weapons - weapons of mass destruction - Just War theory - Holy War - Pacifism - Peace-Making - Victims of war 		<p>are aware of contrasting perspectives in contemporary British society on all of these issues. They are able to explain contrasting beliefs on the following issues with the application of non-religious, Christian and Islamic beliefs.</p> <ul style="list-style-type: none"> - Human Sexuality - Sexual relationships before & outside marriage -Contraception - Marriage & Divorce - Remarriage - Families - Gender Equality 	<p>life. This includes an in-depth study of key religious practices such as prayer and sacraments. The application of Christian teachings in daily life are explored, emphasizing the practical aspects of faith. Overall, the course aims to provide students with a comprehensive understanding of the various ways in which Christian beliefs are expressed and embodied through religious practices.</p> <ul style="list-style-type: none"> - Sacraments - Church - Types of Prayer - Types of Worship - Pilgrimage - Persecution - Retribution <p><u>Islamic Practices:</u></p>		
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				<p>GCSE students studying Islamic practices focus on the Five Pillars of Islam, including daily prayers (Salat), Friday congregational prayers (Jumu'ah), fasting during Ramadan (Sawm), mandatory charitable giving (Zakat), and the pilgrimage to Mecca (Hajj). They also explore Islamic festivals like Eid al-Fitr and Eid al-Adha, gaining an understanding of the rituals and ethical guidelines that shape the daily lives of Muslims.</p> <ul style="list-style-type: none"> - Five Pillars - 10 Obligatory acts - Jihad - Festivals 		
Key Knowledge Assessment	Mid Unit 12 Mark Question: Religion, Peace & Conflict	End of Unit Assessment: Religion, Peace & Conflict Mid Unit 12 Mark	End of Unit Assessment: Religion & Life	Mid Unit 12 Mark Question: Christian Practices End of Unit Assessment:		



		Question: Religion & Life		Christian Practices Mid Unit 12 Mark Question: Islamic Practices End of Unit Assessment: Islamic Practices		
Links to literacy and numeracy	<p><u>Tier 3</u> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> -Anti-war - Civil war - Conflict -Conventional warfare - Forgiveness - Genocide - Holy War - Justice - Just War - Nuclear weapons - Pacifism - Peace - Protest - Reconciliation - Retaliation - Terrorism - War - Weapons of mass destruction <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> -Explain - Define - Analyse -Evaluate - Examine - Contrast - Criticise - Interpret -Justify - Identify - Outline - Illustrate - Recognise 		<p><u>Tier 3</u> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> - Marriage - Cohabitation - Family - Adultery - Divorce - Remarriage - Same-Sex Relationships - Gender Roles -Contraception - Fertility Treatments - Traditional Views - Progressive Views - Interfaith Relationships - Pre-marital Relationships - Responsibility - Commitment - Love <p><u>Tier 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> -Explain - Define - Analyse -Evaluate - Examine - Contrast - Criticise - Interpret -Justify - Identify - Outline - Illustrate - Recognise 	<p><u>Tier 3</u> <u>Vocabulary:</u> <u>Christian Practices</u></p> <ul style="list-style-type: none"> - Worship - Prayer - Baptism - Eucharist -Confirmation - Confession - Pilgrimage - Fasting - Lent - Advent - Christmas - Easter - Harvest Festival - Evangelism - Charity - Liturgy <p><u>Tier 3</u> <u>Vocabulary:</u> <u>Islamic Practices</u></p> <ul style="list-style-type: none"> - Salat - Zakat - Sawm - Hajj - Shahada - Ramadan - Mosque Attendance - Eid al-Fitr: - Eid al-Adha - Halal (Permissible) - Haram (Forbidden) - Qur'an Recitation 		



	<ul style="list-style-type: none"> - Investigate - Summarise - Suggest 		<ul style="list-style-type: none"> - Investigate - Summarise - Suggest 	<ul style="list-style-type: none"> - Tahajjud - Umrah - Five Pillars of Islam -Islamic Calendar -Festivals <p><u>Tier 2 Vocabulary</u></p> <ul style="list-style-type: none"> -Explain - Define - Analyse -Evaluate - Examine - Contrast - Criticise - Interpret -Justify - Identify - Outline - Illustrate - Recognise - Investigate - Summarise - Suggest 		
<p>Extra-Curricular opportunities</p>	<p><u>Religion, Peace & Conflict</u></p> <p>Read:</p> <ul style="list-style-type: none"> • The tattooist of Auschwitz by Heather Morris • The children’s block by Otto Kraus • The choice by Edith Eger • Night by Elie Wiesel • The diary of a young girl by Anne Frank • Hiroshima by John Hersey <p>Listen:</p> <ul style="list-style-type: none"> • War and Words Podcast • Witness World War 2 Podcast • Those who were there Podcast • Peace Talks Radio • Building Peace Podcast • Reasons to be cheerful Podcast <p>Watch:</p> <ul style="list-style-type: none"> • Hacksaw Ridge (15-Netflix) • Saving Private Ryan (15 -Netflix) • WWII in Colour (15-Netflix) • Unbroken (15 – Prime Video) • The Captain (15- Prime Video) • The Book Thief (12 – Disney+) 					



- Darkest Hour (PG – Netflix)

Explore & Visit:

- Imperial War Museum London
- Auschwitz Poland
- Ypres Belgium
- Tynecot Belgium

Religion & Relationships

Read:

- Queer – the ultimate LGBTQ guide
- Boy’s don’t cry by Malorie Blackman
- Ella on the outside by Cath Howe
- Religion and Families by Loren. D Marks
- Family Driven Faith by Voddie Baukman Jr

Listen:

- A Gay and a non-Gay Podcast
- Some families Podcast
- What the trans!?! Podcast
- Premier Christianity
- Delving into Islam Podcast
- One Path Podcast
- Christian Women in the UK Podcast

Watch:

- Pray Away (15-Netflix)
- Strictly Soulmates (YouTube)
- Pride (15 – Netflix)
- Moonlight (15 – BBC)
- It’s a sin (All 4)
- Strictly Soul Mates (YouTube)
- Bend it Like Beckham (12 – Netflix)
- Orthodox (15 – Netflix)
- Heartstopper

Explore & Visit:

- Pride Events
- Local church
- Local mosque

Christian Practices

Read:

- Bible
- The God Delusion by Richard Dawkins
- You were made to make a difference by Max Lucado & Jenna Lucado-Bishop
- Sophie’s World by Joseon Gardener



Listen:

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- UCB1 and UCB2
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- Christian Women in the UK Podcast

Watch:

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- Rochester Cathedral
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- Jerusalem
- St Augustine's Abbey Canterbury, Kent
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- Wadjda (PG – Prime Video)
- A Separation (PG – Prime Video)
- Being Muslim (BBC)
- Inside Islam the untold story of Islam (BBC)
- The life of Muhammad (BBC)
- Slumdog Millionaire (15 – Disney+)



	<p>Explore & Visit:</p> <ul style="list-style-type: none"> • Sittingbourne Mosque • East London Mosque • Mecca
<p>Links to careers/ aspirations</p>	<p>Studying GCSE Religious Studies can provide you with valuable skills for various careers, including:</p> <p>Critical Thinking: RS encourages analytical and evaluative thinking, helping you assess information and make informed decisions.</p> <p>Communication skills: You develop effective communication skills by expressing complex ideas clearly, both in writing and verbally.</p> <p>Cultural Awareness: RS fosters an understanding of diverse cultures, beliefs, and perspectives, which is crucial in a globalized workplace.</p> <p>Research: You gain research skills, enabling you to gather, analyse, and synthesize information.</p> <p>Empathy: Studying different religions helps cultivate empathy and understanding, important in roles that involve working with diverse groups of people.</p> <p>Ethical Reasoning: RS teaches ethical considerations, preparing you to navigate moral dilemmas and make principled decisions in various fields.</p> <p>Tolerance and Respect: You learn to appreciate and respect diverse viewpoints, promoting tolerance and cooperation in the workplace.</p> <p>Problem-Solving: RS enhances your ability to analyse complex issues and devise solutions.</p> <p>Links to Careers/ Aspirations:</p> <ul style="list-style-type: none"> • Advice worker • Charity fundraiser • Charity officer • Civil Service administrator • Community development worker • Editorial assistant • Equality, diversity and inclusion officer • Mediator • Newspaper journalist • Policy officer • Police officer • Lawyer/ Solicitor • Youth worker • Social Worker • Doctor • Environmentalist • Counsellor • Politician • Higher education lecturer • Primary school teacher • Secondary school teacher
<p>Links to our Fulston FAMILY values</p>	<p>Fortitude:</p> <p>The concept of fortitude can be examined through the lens of religious narratives and teachings that emphasise perseverance in the face of challenges. Many religious traditions contain stories of individuals who demonstrated courage and strength of character in their spiritual journeys. During KS4, students will be introduced to a range of Religious Leaders and examples of people who have demonstrated Fortitude throughout history in each unit of work. For example, Jesus, Ibrahim, Prophet Muhammad (PBUH), Rosa Parks, Martin Luther King, Diane Pretty and Desmond Doss.</p>



Students will demonstrate fortitude during difficult periods of the RS GCSE whilst evaluating and analysing content.

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During KS4, students will be introduced to a range of Religious Leaders and examples of people who have demonstrated the quality of being and showing mindfulness. For example, Jesus, Ibrahim, Martin Luther King, Desmond Doss, Gee Walker and Lord Longford.

Students are given the opportunity to demonstrate the skill of mindfulness during the RS course by being introduced to a variety of controversial topics and ought to foster mindfulness when discussing sensitive content and a variety of different beliefs and perspectives.

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Integrity is a key theme in religious texts and teachings. Virtues such as honesty, truthfulness, and moral uprightness are often emphasized across different religions as essential components of a righteous and spiritually fulfilling life.

Leadership:

Leadership qualities can be explored in the context of religious figures who served as leaders within their communities. Analysing the leadership styles and qualities of religious leaders can provide insights into effective and ethical leadership principles.

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The role of young individuals as responsible citizens can be examined through the teachings and examples found in religious texts. Many religious traditions emphasize the importance of ethical behaviour, social responsibility, and community engagement from a young age.

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Extended Learning Opportunities for Key Stage 4

Competition of GCSE RS can lead to A Level RS as well as a solid foundation of knowledge for all other humanities and social sciences A Levels.

Key Stage 5:

What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Unit Title	Philosophy, Ethics & Christian Thought	Philosophy, Ethics & Christian Thought	Philosophy, Ethics & Christian Thought	Philosophy, Ethics & Christian Thought	Philosophy, Ethics & Christian Thought	Philosophy, Ethics & Christian Thought
Previous knowledge recalled	The inconsistent triad, moral and natural evil, principles of utilitarianism, the fall from Eden,	Apply utilitarianism to business	Plato & Aristotle Near Death Experiences, Conversion accounts such as Saul. Agape Catholic ideas about - abortion, homosexuality, sex before and outside marriage.	Heaven, Hell, Purgatory and Judgement- the parable of the sheep and the goats. Case studies and key terms from KS4 euthanasia, KS2-KS4 knowledge of the life and works of Jesus, including his death and resurrection	From KS2-4 knowledge of the church, the importance of scripture, Biblical understanding fundamental V liberal	
New Knowledge	<u>The Problem of Evil:</u> Theodicies, Augustinian & Irenaean defences, John Hick <u>Utilitarianism:</u> The principle of utility The hedonic calculus Act & Rule, <u>Augustine's teachings on human nature:</u> Augustine's life and influences, human	<u>Ancient philosophical influences:</u> Plato's understanding of reality, The Forms, The Analogy of the Cave. Aristotle's understanding of reality, The Four Causes, The Prime Mover. <u>Kantian Ethics:</u> Duty & good will, moral knowledge, Imperatives, three	<u>Soul, mind & Body:</u> Plato & Aristotle, Substance dualism, property dualism, materialism <u>Religious Experience:</u> Mystical experience, conversion experience, corporate religious experience, near death experience, William James, Rudolf Otto,	<u>Death & The Afterlife:</u> Resurrection, Heaven, Aquinas & Beatific vision, Hell, Purgatory, Election, Judgment <u>Euthanasia:</u> Sanctity of life, quality of life, personhood, voluntary euthanasia, non-voluntary ethanasia. <u>The Person of Jesus Christ:</u>	<u>Arguments based on reason:</u> A priori & a posteriori arguments, analytic & synthetic propositions, Anselm's ontological argument, Descartes ontological argument, Gaunilo & others criticisms <u>Arguments based on observation:</u> Aquinas' cosmological	<u>Christian Moral Actions:</u> German church at the time of Hitler, Bonhoeffer's call to obedience and discipleship, civil disobedience, the role of the Church, Confessing Church, the cost of discipleship, sacrifice, suffering and the cross, solidarity.



	nature, The Fall, human relationships, teachings on grace	postulates <u>Business Ethics:</u> Corporate social responsibility, Whistle-blowing, Good ethics is good business, Globalisation.	Swinburne, Psychological interpretation Physiological interpretation <u>Situation Ethics:</u> Fletcher's three approaches, agape love, six propositions, four working principles, conscience. <u>Natural Law:</u> Telos, four tiers of law, precepts, real and apparent goods, natural or cardinal virtues, the doctrine of double effect.	The Son of God, Jesus' knowledge of his own nature, Jesus as God and man, miracles, resurrection, Jesus as rabbi, Jesus as liberator.	argument, Aquinas' teleological argument, Paley's teleological argument, Leibniz principle of sufficient reason, the anthropic principle, Hume's criticisms. <u>Christian Moral Principles:</u> Bible as a source of moral guidance, Bible as the direct word of God, Bible as the interpreted word of God, Church tradition, Reason, Love	<u>Knowledge of God's Existence:</u> Bonaventure's ways of seeing, Natural theology - discovering truth, sense of the divine, the order of creation. Revealed knowledge of God, the grace of God, the Bible and knowledge of God.
Key Knowledge Assessment	Low stakes quizzing. Essay formation and explanation of AO1 & AO2 requirements.	Essay with both teachers from content learnt in the previous term.	Essay with both teachers from content learnt in the previous term.	Essay with both teachers from content learnt in the previous term.	Essay with both teachers from content learnt in the previous term.	PPE's Essay with both teachers from content learnt in the previous term.
Links to literacy and numeracy	<u>Tier 3 Vocab</u> - Act - Caritas - Concordia	<u>Tier 3 Vocab</u> - Action - Capitalism - Categorical	<u>Tier 3 Vocab</u> - Agape Love - Category error - Consciousness	<u>Tier 3 Vocab</u> - Active euthanasia - Beatific	<u>Tier 3 Vocab</u> - A priori - A posteriori - Agape	<u>Tier 3 Vocab</u> - Cheap grace - Costly grace - Discipleship



<ul style="list-style-type: none"> -Concupiscence -Consequentialism -Cupiditas -Ecclesia -Epistemic Distance -Grace -Hedonic calculus -Moral Evil -Natural Evil -Omnibenevolent -Omnipotent -Principles of utility -Privatio Boni -Qualitative -Quantitative -Redeemed -Sin -The Fall -Theodicy -Wil <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate - Analyse - Interpretation - Contextualise 	<ul style="list-style-type: none"> imperative -Consumerism - Corporate Social Responsibility -Deontological - Dualism - Duty - Empiricist - Forms - Globalisation - Hypothetical - Kingdom of ends - Maxims - Rationalist - Shareholder - Stakeholder - Summum bonum - Telos - Whistle-blowing <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate - Analyse - Interpretation - Contextualise - Compare 	<ul style="list-style-type: none"> s - Conversion - Corporate -Deontological - Eudaimonia - Ineffability - Materialism - Mystical - Natural Law - Noetic - Numinous - Passivity - Personalism - Pragmatism - Primary precept - Relativism - Secondary precept - Scepticism - Soul - Substance dualism - Synderesis - Teleological - Transience <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate - Analyse - Interpretation 	<ul style="list-style-type: none"> vision -Disembodied existence - Hypostatic state - Homoousios - Incarnation - Involuntary euthanasia - Liberator - Limited election - Messiah - Original Sin -Non-treatment choice - Parousia - Personhood - Purgatory - Quality of life - Redemption - Resurrection - Sanctity of life - Son of God - Universalism - Voluntary euthanasia - Zealot <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate 	<ul style="list-style-type: none"> - Bible - Church tradition - Contingent -Cosmological - Natural theology - Necessary existence - Ontological - Predicate - Principle of sufficient reason - Sacred tradition - Teleological <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate - Analyse - Interpretation - Contextualise - Compare and Contrast - Synthesise - Dialectical Reasoning - Examine - Critique - Justify - Dialectical Reasoning - Examine - Critique - Justify - Contextual Critique - Examine - Critique - Justify - Contextual Critique 	<ul style="list-style-type: none"> - Empiricism - Faith - Grace of God - Immediate revelation - Mediate revelation - Natural theology - Passion - Revelation - Solidarity <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate - Analyse - Interpretation - Contextualise - Compare and Contrast - Synthesise - Dialectical Reasoning - Examine - Critique - Justify - Contextual Critique - Causation - Significance - Ethical Implications - Historiography
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	<ul style="list-style-type: none"> - Compare and Contrast - Synthesise - Dialectical Reasoning - Examine - Critique - Justify - Contextual Critique - Causation - Significance - Ethical Implications - Historiography - Methodology - Nuance - Refute - Paradigm Shift - Validity 	<p>and Contrast</p> <ul style="list-style-type: none"> - Synthesise - Dialectical Reasoning - Examine - Critique - Justify - Contextual Critique - Causation - Significance - Ethical Implications - Historiography - Methodology - Nuance - Refute - Paradigm Shift - Validity 	<ul style="list-style-type: none"> -Contextualis e - Compare and Contrast - Synthesise - Dialectical Reasoning - Examine - Critique - Justify - Contextual Critique - Causation - Significance - Ethical Implications - Historiography - Methodology - Nuance - Refute - Paradigm Shift - Validity 	<ul style="list-style-type: none"> - Analyse - Interpretation -Contextualis e - Compare and Contrast - Synthesise - Dialectical Reasoning - Examine - Critique - Justify - Contextual Critique - Causation - Significance - Ethical Implications - Historiography - Methodology - Nuance - Refute - Paradigm Shift - Validity 	<ul style="list-style-type: none"> - Causation - Significance - Ethical Implications - Historiography - Methodology - Nuance - Refute - Paradigm Shift - Validity 	<ul style="list-style-type: none"> hy -Methodology - Nuance - Refute - Paradigm Shift - Validity
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Christian Thought:

Read:

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Visit/Explore:

- *Canterbury Cathedral*
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Links to careers/ aspirations

Studying GCSE Religious Studies can provide you with valuable skills for various careers, including:

Critical Thinking: RS encourages analytical and evaluative thinking, helping you assess information and make informed decisions.

Communication skills: You develop effective communication skills by expressing complex ideas



clearly, both in writing and verbally.

Cultural Awareness: RS fosters an understanding of diverse cultures, beliefs, and perspectives, which is crucial in a globalized workplace.

Research: You gain research skills, enabling you to gather, analyse, and synthesize information.

Empathy: Studying different religions helps cultivate empathy and understanding, important in roles that involve working with diverse groups of people.

Ethical Reasoning: RS teaches ethical considerations, preparing you to navigate moral dilemmas and make principled decisions in various fields.

Tolerance and Respect: You learn to appreciate and respect diverse viewpoints, promoting tolerance and cooperation in the workplace.

Problem-Solving: RS enhances your ability to analyse complex issues and devise solutions.

Links to Careers/ Aspirations:

- Advice worker
- Charity fundraiser
- Charity officer
- Civil Service administrator
- Community development worker
- Editorial assistant
- Equality, diversity and inclusion officer
- Mediator
- Newspaper journalist
- Policy officer
- Police officer
- Lawyer/ Solicitor
- Youth worker
- Social Worker
- Doctor
- Environmentalist
- Counsellor
- Politician
- Higher education lecturer



	<ul style="list-style-type: none"> • Primary school teacher • Secondary school teacher
<p>Links to our Fulston FAMILY values</p>	<p>Fortitude:</p> <p>The concept of fortitude can be examined through the lens of philosophical, ethical and religious narratives and teachings that emphasise perseverance in the face of challenges. Many religious traditions contain stories of individuals who demonstrated courage and strength of character in their spiritual journeys.</p> <p>During KS5, students will be introduced to a range of philosophers & ethicists who have demonstrated Fortitude. For example, Plato, Aristotle, St Thomas Aquinas and Kant.</p> <p>Students will demonstrate fortitude during difficult periods of the A Level whilst evaluating and analysing content.</p> <p>Ambition:</p> <p>Ambition within the context of religious studies can be explored as the aspiration for spiritual growth and enlightenment. Many religious traditions encourage followers to aspire to higher moral and spiritual ideals, fostering a sense of purpose and ambition on the path to spiritual development.</p> <p>Students will be demonstrated Ambition during the study of the A Level RS by completing challenge questions featured through the Scheme of Work.</p> <p>Mindful:</p> <p>Mindfulness can be studied as a common theme in various religious practices. During KS5, students will analyse the actions and examples of Religious Leaders and Philosophers/ethicists who have demonstrated the quality of being and showing mindfulness. For example, Jesus, St Anselm, Bonhoeffer and Augustine.</p> <p>Students are given the opportunity to demonstrate the skill of mindfulness during the RS course by being introduced to a variety of controversial topics and ought to foster mindfulness when discussing sensitive content and a variety of different beliefs and perspectives.</p> <p>Integrity:</p> <p>Integrity is a key theme in religious texts and teachings. Virtues such as honesty, truthfulness, and moral uprightness are often emphasized across different religions as essential components of a righteous and spiritually fulfilling life.</p> <p>Leadership:</p> <p>Leadership qualities can be explored in the context of religious, philosophical and ethical figures who served as leaders within their communities. Analysing the leadership styles and qualities of these leaders can provide insights into effective and ethical leadership principles.</p> <p>Students are given the opportunity to demonstrate leadership skills during group activities and debates in class.</p> <p>Young Citizen:</p> <p>The role of young individuals as responsible citizens can be examined through the teachings and</p>



examples found in religious texts. Many religious traditions emphasise the importance of ethical behaviour, social responsibility, and community engagement from a young age.

By approaching these values from a broader religious studies perspective, one can identify common themes and principles that transcend specific religious traditions. This approach allows for a more comprehensive understanding of how various religions address and promote these values within their unique contexts.

What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Philosophy, Ethics & Christian Thought	Philosophy, Ethics & Christian Thought	Philosophy, Ethics & Christian Thought	Revision	Revision	
Previous knowledge recalled	From KS4 Nature of God, Sexuality & Gender	From Gender & Society - key terms, Religious Language supporting Met ethical theories.				
New Knowledge	<p><u>The Nature or Attributes of God:</u></p> <p>Omnipotence, omniscience, God and time, God as eternal, omnibenevolence</p> <p><u>Sexual Ethics:</u></p> <p>Premarital sex, extramarital sex, homosexuality</p> <p><u>Gender & Society:</u></p> <p>Biological sex and gender, changing</p>	<p><u>Gender & Theology:</u></p> <p>Feminist theology, Mar Daly, Unholy Trinity, spirituality in nature, Rosemary Radford Reuther, Jesus and role of men in Christianity.</p> <p><u>Religious Language:</u></p> <p>Via negativa, apophatic way, via positiva, cataphatic way, analogy, sign, symbol,</p>	<p><u>The Challenge of Secularism:</u></p> <p>Freud - God as an illusion, Dawkins' critique of religion, Christianity and public life, education and school, religion, government and state, secularisation as a theory.</p> <p><u>Liberation Theology & Marxism:</u></p> <p>Liberation theology, Biblical texts, Marx,</p>	<p><u>Conscience:</u></p> <p>Biblical passages that relate to conscience, Aquinas, Freud's psychological approaches, Comparing ideas of Aquinas and Freud.</p>		



	views of gender and gender roles, patriarchy, feminism.	cognitive and non-cognitive, logical positivism, Wittgenstein, Flew and falsification principle. <u>Meta-ethical theories:</u> Absolutism and relativism, naturalism, intuitionism, emotivism.	alienation, exploitation, structural sin, preferential option for the poor. <u>Religious Pluralism & Theology:</u> Theology of religion, exclusivism, inclusivism, pluralism, Biblical texts to support different perspectives <u>Religious Pluralism & Society:</u> Development of multi-faith societies and their challenges, inter-faith dialogue, Redemptoris Misso, sharing the Gospel of Salvation, spiritual reasoning movement			
Key Knowledge Assessment	Essay with both teachers from content learnt in the previous term.	Essay with both teachers from content learnt in the previous term.	Essay with both teachers from content learnt in the previous term.	Essay with both teachers from content learnt in the previous term.	Examinations	
Links to literacy and	<u>Tier 3 Vocab</u> - Bethrothial	<u>Tier 3 Vocab</u> - Analogy	<u>Tier 3 Vocab</u> - Alienation	<u>Tier 3 Vocab</u> - Conscientia		



<p>numeracy</p>	<ul style="list-style-type: none"> - Cohabitation -Consummation - Consent - Eternal - Everlasting - Exclusive - Extramarital - Feminism - Gender Biology - Gender Expression - Gender Identification -Homosexuality -Omnibenevolent - Omnipotent - Omniscient - Patriarchal Society - Premarital - Socialisation <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate - Analyse - Interpretation -Contextualise - Compare and Contrast 	<ul style="list-style-type: none"> - Apophatic way - Cataphatic Way - Cognitive - Davidic Messiah - Empirical - Emotivism - Falsification - Hume’s Law - Intuitionism - Logical Positivism - Naturalism - Naturalistic Fallacy -Non-cognitive -Post-Christian theology - Reform feminist theology - Servant King - Sign - Sophia - Symbol - Verification - Via Negativa - Via Positiva <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate 	<ul style="list-style-type: none"> - Base Christian communities - Capitalism -Conscientisation - Encyclical - Exclusivism - Exploitation - Inclusivism - Inter-faith dialogue - Missionary work - Multi-faith societies - Pluralism - Preferential option for the poor - Secular - Secularism -Secularisation - Social cohesion - Structural sin - Synod - Wish fulfilment <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate 	<ul style="list-style-type: none"> - Ego - Id - Ratio - Super-ego - Synderesis <p><u>Tier 2 Vocab</u></p> <ul style="list-style-type: none"> - Evaluate - Analyse -Interpretation -Contextualise - Compare and Contrast - Synthesise - Dialectical Reasoning - Examine - Critique - Justify - Contextual Critique - Causation - Significance - Ethical Implications -Historiography -Methodology - Nuance - Refute - Paradigm Shift - Validity 		
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Rome – Vatican

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- Charity officer
- Civil Service administrator
- Community development worker
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- Equality, diversity and inclusion officer
- Mediator
- Newspaper journalist
- Policy officer
- Police officer
- Lawyer/ Solicitor
- Youth worker
- Social Worker
- Doctor
- Environmentalist
- Counsellor
- Politician
- Higher education lecturer



	<ul style="list-style-type: none"> Primary school teacher <p>Secondary school teacher</p>
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Extended Learning Opportunities for Key Stage 5

Trips planned to Athens, opportunities to engage in University lectures and meet with outside speakers.

Course leading to many students attending University courses both in Philosophy & Ethics and other related courses.

Curriculum Impact

The impact of our Religious Studies curriculum is reflected in students who demonstrate strong character, deep knowledge and the skills required to navigate an increasingly diverse and complex world. Rooted in our Family Values, the curriculum equips students with the intellectual, moral and personal foundations to flourish both within school and beyond.

Through sustained engagement with challenging ethical, philosophical and theological concepts, students develop **Fortitude**, showing resilience and confidence when grappling with big questions about belief, identity and human purpose. They become capable of analysing complex issues and articulating their views with clarity and maturity.

Students' outcomes reflect high levels of **Ambition**. They achieve well academically, gaining secure and sophisticated knowledge of a wide range of religious and non-religious worldviews. Their ability to evaluate arguments, interpret sources and construct reasoned judgments prepares them effectively for further study and a breadth of future pathways.

Through regular discussion, debate and reflective practice, students become **Mindful** learners —thoughtful, empathetic and aware of the diverse perspectives that shape local and global communities. They demonstrate respect for difference and develop the emotional intelligence necessary for positive relationships and responsible participation in society.

The curriculum also has a clear impact on students' moral development. Learners display **Integrity**, drawing on their understanding of ethical frameworks and moral reasoning to make principled decisions. They show honesty, fairness and a growing sense of personal responsibility in their interactions and contributions.

Students are prepared for future leadership roles through the development of strong communication skills, critical thinking and the confidence to contribute in group settings. They demonstrate **Leadership** in their ability to listen, challenge respectfully and guide discussions with maturity and balance.

Above all, students leave RS as informed and responsible **Young Citizens**, equipped with the cultural literacy, empathy and global awareness needed to contribute positively to modern Britain. They understand the impact of beliefs and values on individuals and communities, and



they recognise their own role in promoting respectful dialogue and social cohesion.

By the time they complete the curriculum, students are reflective, articulate and morally grounded individuals. The impact of Religious Studies is seen not only in their academic success but also in the attitudes, character and values they carry into their future education, careers and lives—demonstrating the long-term influence of our Family Values in action.