







Core Concepts

Religious Studies

Curriculum Themes (these can be disciplinary/procedural or substantive/declarative)	Core concepts - How the theme is developed through the curriculum				
	Year 7	Year 8	Year 9	Year 10	Year 11
Nature of Religion and Belief 	Students have a basic understanding that religion is a worldwide phenomenon. They can explain why in some ways each religion/worldview is quite different while in other ways there are close connections between some of them.	Students have good understanding that religion is a worldwide phenomenon. They can explain why in some ways each religion/worldview is quite different while in other ways there are close connections between some of them.	Students have strong understanding that religion is a worldwide phenomenon. They can explain why in some ways each religion/worldview is quite different while in other ways there are close connections between some of them.	Students have a basic understanding that the word 'religion' means different things to different people and that it is often hard to say what is 'religious' and what is not.	Students have a strong understanding that the word 'religion' means different things to different people and that it is often hard to say what is 'religious' and what is not.
	Students have a basic understanding that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	Students have good understanding that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	Students have strong understanding that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	Students can suggest ways in which religions/worldviews are both similar and different. They understand the importance of recognising that religions/worldviews are diverse and that they respond in different ways to contemporary global, political and social issues.	Students can explain ways in which religions/worldviews are both similar and different. They understand the importance of recognising that religions/worldviews are diverse and that they respond in different ways to contemporary global, political and social issues.
Expressing Beliefs 	Students can identify how people communicate complex ideas using many media. They account for the fact that people have different opinions about whether the arts have a place within religion.	Students describe how people communicate complex ideas using many media. They account for the fact that people have different opinions about whether the arts have a place within religion.	Students can explain how people communicate complex ideas using many media. They account for the fact that people have different opinions about whether the arts have a place within religion.	Students can identify what makes 'religious language' different.	Students can explain what makes 'religious language' different.
	Students can identify interpretations of selected expressions of faith and belief.	Students can suggest interpretations of selected expressions of faith and belief.	Students can explain interpretations of selected expressions of faith and belief.	Students have basic understanding why the ability to interpret non-verbal forms of religious expression and its importance for religions can be valuable for all people today.	Students have strong understanding why the ability to interpret non-verbal forms of religious expression and its importance for religions can be valuable for all people today.





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<p>A Good Life</p> 	Students can identify why people have different opinions about what it means to live a good life.	Students can describe why people have different opinions about what it means to live a good life.	Students can explain why people have different opinions about what it means to live a good life.	Students can consider different theories about how and why humans ought to live a good life. They show awareness that religious and nonreligious groups agree on some moral issues and disagree on others, both across and within religions/worldviews.	Students can explain different theories about how and why humans ought to live a good life. They show awareness that religious and nonreligious groups agree on some moral issues and disagree on others, both across and within religions/worldviews.
	Students can identify guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions	Students can explain guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions	Students can compare guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions	Students have a basic understanding that people may argue that there are some moral rules that should apply universally, or that some rules only apply to some groups of people in particular circumstances.	Students have a strong understanding that people may argue that there are some moral rules that should apply universally, or that some rules only apply to some groups of people in particular circumstances.
<p>Personal Journey</p> 	Students can identify experiences that people have had, which they thought of as 'mystical', 'religious', 'spiritual' or 'peak' experiences. They compare different meanings for 'spirituality' and different opinions about its importance in people's lives.	Students can explain experiences that people have had, which they thought of as 'mystical', 'religious', 'spiritual' or 'peak' experiences. They compare different meanings for 'spirituality' and different opinions about its importance in people's lives.	Students can compare experiences that people have had, which they thought of as 'mystical', 'religious', 'spiritual' or 'peak' experiences. They compare different meanings for 'spirituality' and different opinions about its importance in people's lives.	Students can identify religious and non-religious understandings of 'spirituality'.	Students can compare religious and non-religious understandings of 'spirituality'.
				Students have a basic understanding why many people today prefer to be thought of as spiritual rather than religious while others do not want to be thought of as either.	Students have a strong understanding why many people today prefer to be thought of as spiritual rather than religious while others do not want to be thought of as either.
			Students have a basic understanding why many people like belonging to groups that share their beliefs and values. Understand that joining a group can affect a person's sense of identity and bring about a transformation in their lives.	Students have a strong understanding why many people like belonging to groups that share their beliefs and values. Understand that joining a group can affect a person's sense of identity and bring about a transformation in their lives.	



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<p>Influence and Authority</p> 	<p>Students can identify the influence of religions/worldviews in different contexts; individual, local, national and global.</p>	<p>Students can explain the influence of religions/worldviews in different contexts; individual, local, national and global.</p>	<p>Students can compare the influence of religions/worldviews in different contexts; individual, local, national and global.</p>	<p>Students can identify links between ideas in religions/worldviews and certain social and political actions.</p>	<p>Students can explain links between ideas in religions/worldviews and certain social and political actions.</p>
<p>Students have a basic understanding of the influence of one or two religions/worldviews in different places and at different times.</p>	<p>Students have a good understanding of the influence of one or two religions/worldviews in different places and at different times.</p>	<p>Students have a strong understanding of the influence of one or two religions/worldviews in different places and at different times.</p>	<p>Students can identify the use of power by different religious and nonreligious groups, which have resulted in social improvement or intolerance and violence.</p>	<p>Students can compare the use of power by different religious and nonreligious groups, which have resulted in social improvement or intolerance and violence.</p>	
<p>The Big Picture</p> 	<p>Students can identify the view of the universe in contrasting grand narratives. They are able to explain the difference between scientific and traditional narratives and that there are different views on whether these can be compatible.</p>	<p>Students can explain the view of the universe in contrasting grand narratives. They are able to explain the difference between scientific and traditional narratives and that there are different views on whether these can be compatible.</p>	<p>Students can compare the view of the universe in contrasting grand narratives. They are able to explain the difference between scientific and traditional narratives and that there are different views on whether these can be compatible.</p>	<p>Students can identify different interpretations of a grand narrative from within a religion/worldview. They are able to explain the difference between scientific and traditional narratives, and the relevance of different literary forms.</p>	<p>Students can compare different interpretations of a grand narrative from within a religion/worldview. They are able to explain the difference between scientific and traditional narratives, and the relevance of different literary forms.</p>
<p>Students are able to identify that there are different ways of understanding the claims of religious texts.</p>	<p>Students can describe that there are different ways of understanding the claims of religious texts.</p>	<p>Students can explain that there are different ways of understanding the claims of religious texts.</p>	<p>Students can identify the views of members of a religion who believe that their narrative is compatible with scientific accounts and those who do not and explain reasons for this difference of opinion.</p>	<p>Students can compare the views of members of a religion who believe that their narrative is compatible with scientific accounts and those who do not and explain reasons for this difference of opinion.</p>	