



HEADLANDS SCHOOL  
SINCE 1965

## RS Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
<b>Year 7</b>	<u>Jewish Identity and Belief</u>  What is the Jewish belief in God? How has the religion developed? What is the concept of a covenant? What impact on belief does a covenant have?	<u>Jewish Life and Rituals</u>  What does Jewish practice look like? How do Jews Worship? Why is shabbat important? How does religious practice affect Jewish life?	<u>The Life of Jesus</u>  What is the Christian belief about the Holy Trinity? How do Christians view the person of Jesus? What did Jesus do while on earth? Why is Jesus' sacrifice important	<u>How Jesus' teachings shape Christian worship</u>  What forms of worship do Christians do because of Jesus' life? How is Christian life impacted by Jesus?	<u>The role of the 5 pillars of Islam</u>  What are the key beliefs in Islam? How do the 5 pillars affect Muslim lives? Why are the 5 pillars important to Muslims?	<u>Religious Festivals</u>  What is the difference between a festival and a celebration? How do religions celebrate different festivals?

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<b>Year 8</b>	<u>Caring for Creation</u> How do the abrahamic religions believe the universe and humanity were created? How does Science explain the beginning of the universe and humanity? Why should religions care for creation?	<u>Life after Death</u> What are the religious concepts of life after death, Christianity, Judaism and Buddhism? How do our actions affect the afterlife?	<u>Rites of Passage - Christianity</u> What are the Christian rites of passage? How do rites of passage affect belief? What do religions do rites of passage?	<u>Rites of Passage - Judaism</u> What are the Jewish rites of passage? How do rites of passage affect belief? What do religions do rites of passage?	<u>Faith into Action</u> How do religions demonstrate their faith in their actions? What impact can faith into action have on society? How did Martin Luther King Jr put his faith into action?	<u>Expressing Religious Identity</u> How do religions demonstrate their identity through; art, food, dress and music? What impact can these have on personal belief?

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Year 9	<u>Personhood and Sanctity of life</u>		<u>Sin and Justice</u>		<u>Religiosity Vs Spiritual Expression</u>	<u>Holocaust</u>
	What does the term ensoulment mean? Where does sin come from? What are the different views on Abortion and Euthanasia? What are the ethical/ moral ideas of Utilitarianism and situation Ethics		What does justice mean? What are the aims of punishment and how are they delivered? What are the religious views on treatment of prisoners? Why are their different views on the death penalty?		Can you be spiritual and not religious? Do you need religion to be a moral person? Does spirituality offer something that religion can't?	Explore the Jewish experience of the Holocaust, using images, testimonies and video clips

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	RS					
Year 10	<u>Judaism- Belief</u>  What is the Jewish belief in God?  What are the Jewish covenants and why are they central to Jewish belief?  What is the Jewish belief in the afterlife?	<u>Judaism- Practice</u>  How do Jews practise their religion?  What is the difference between Orthodox and Reform Jews?  How is Shabbat performed?  What are the High Jewish festivals?	<u>Sex and relationships</u>  How do Jews view families and marriage?  What are the different views on contraception?  How has family life changed over time?	<u>Religion and life</u>  When does life begin?  How should we care for the planet?  What is the purpose of life?	<u>Religion, crime and punishment</u>  How does Judaism view crime and criminals?  What is the British legal system?  How should criminals be treated?	<u>Religion Human rights and social justice</u>  What are Human Rights?  How do Jews carry out social justice?

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	Core Ethics					
Year 10	<u>Is the Justice System Just?</u> How is the legal system structured? Is the death penalty always delivered correctly? What issues are there with the justice system? Should children be tried as adults if they murder? When do we understand the concept of right and wrong?		<u>Medical Ethics</u> Should Euthanasia be made legal? How far should we use stem cells? Is IVF messing with the natural order? What issues arise with genetic engineering?		<u>Extremism and Radicalisation</u> How are people radicalised? What are the dangers of extremism? How do extreme views affect society? Are all cults dangerous?	

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<b>Year 11</b>	<u>Christianity - Belief</u>  What is the Christian understanding of God and the Holy Trinity?  Why is Jesus important?  What is the Christian view of salvation?	<u>Christian - Practice</u>  How do Christians worship?  What is the difference between liturgical and non liturgical?  Why is the Eucharist important?	<u>Sex and Relationships/Religion and Life</u>  How do Christians view marriage and family life?  Christian views on contraception, abortion and euthanasia?	<u>Religion, crime and punishment/ Religion, Human Rights and Social Justice</u>  How do Christians view crime?  How do Christians carry out social justice?	Revision and skills practice for Year 11 GCSE Exam	

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<b>Year 12</b>	<p><b><u>Philosophy</u></b>  Introduction to the design argument  Link to Purpose/Telos  Criticism of argument  Ontological Argument- Anselm's 1st/2nd  Critiques of Ontological Argument – Gaunilo &amp; Kant.  Cosmological Argument (Aquinas' 3rd Way).</p> <p><b><u>Judaism</u></b>  Overview of Judaism. Key terms: Tenakh, Talmud, Orthodox/Reform.  Sources of Authority – The Tenakh and the role of the Rabbi.  Nature of God – Omniscience, omnipotence, one God. Maimonides.</p>	<p><b><u>Philosophy</u></b>  Evil &amp; Suffering recap (natural/moral evil; problem of evil)  Responses to evil: Soul-making (Hick)  Free Will Defence (Plantinga)  Process Theodicy (Griffin) – link to science  Religious Experience – Types (visions, numinous, mystical)  Swinburne: credulity &amp; testimony – evaluating RE</p> <p><b><u>Judaism</u></b>  Self, death &amp; afterlife – Resurrection of the dead, soul vs She'ol  Jewish beliefs about Olam HaBa, immortality, process thought  Judaism: Good conduct – mitzvot, pikuach nefesh</p>	<p><b><u>Philosophy</u></b>  Religious Language - Via Negativa, Aquinas' analogy  Language as symbolic (Tillich) &amp; language games (Wittgenstein)  Verification and Falsification principles (Ayer, Flew)  Judaism + Philosophy Dialogue intro (preview)  Evil, Religious Language, Arguments</p> <p><b><u>Judaism</u></b>  Judaism and Science – conflict or compatibility?  Scientific challenges to Judaism (evolution, Schroeder  Jewish responses to scientific ethical dilemmas (e.g. genetic engineering)</p> <p><b>Judaism and Secularisation</b> – personal sphere, militant atheism</p>	<p><b><u>Philosophy</u></b>  Miracles - Definitions: realist vs anti-realist  Hume vs Wiles – comparison of views on miracles  Miracles continued – their significance for religion  Self, Soul, Afterlife – Dualism vs Materialism</p> <p><b><u>Judaism</u></b>  Judaism &amp; Pluralism – exclusivism, inclusivism  Ashoka's Edict 12, interfaith views, pluralistic Judaism  Rubenstein vs Maybaum: post-Holocaust theology</p> <p><b><u>Ethics</u></b>  Free Will &amp; Moral Responsibility – intro:</p>	<p><b><u>Philosophy</u></b>  Self, Soul, Afterlife – Descartes' Dualism vs Materialism  Afterlife: Evaluation (resurrection vs reincarnation)</p> <p><b><u>Judaism</u></b>  Dialogue: Judaism &amp; Philosophy – Reason vs Faith  Judaism &amp; Religious Experience</p> <p><b><u>Ethics</u></b>  Bentham – Hedonic calculus &amp; Act Utilitarianism  Kant – Duty, Categorical Imperative  Comparison: Bentham vs Kant</p>	<p><b><u>Philosophy</u></b>  Philosophy Revision Clinic: Evil, RE, Soul  Synoptic Essay Planning Workshop: dialogue between Philosophy and Judaism</p> <p><b><u>Judaism</u></b>  Judaism Revision Clinic: Pluralism, Conduct, Science  Dialogue application: <i>e.g. "To what extent does Judaism support reason over faith?"</i></p> <p><b><u>Ethics</u></b>  Ethics Revision Clinic: Natural Law &amp; SE  Apply ethical theories to synoptic scenarios  Ethics synoptic link: Judaism &amp; Kant/Bentham</p>

	<p>Judaism mini-debate: Can God suffer? Is God male?</p> <p>Introducing Life After Death – She’ol, resurrection, soul.</p> <p><b><u>Ethics</u></b></p> <p>Intro to Ethics. What is ethical theory? Deontological/teleological/virtue.</p> <p>Natural Moral Law: Origins in Aquinas and Stoicism.</p> <p>NML – Principle of double effect, moral dilemmas.</p> <p>Apply NML to lying and theft. Introduce application format.</p> <p>Intro to Situation Ethics – Fletcher, agape love.</p> <p>SE – Six principles. Fletcher’s case studies.</p>	<p>Continue good conduct: sanctity of life and embryo ethics</p> <p>Judaism: gender + sexuality – feminist critiques, Reform vs Orthodox</p> <p><b><u>Ethics</u></b></p> <p>Virtue Ethics – Aristotle, golden mean</p> <p>Applied ethics: <b>Abortion</b> (intro + NML/SE/VE) <b>Euthanasia</b></p> <p>Conscience – Aquinas &amp; Newman vs secular views</p>	<p><b><u>Ethics</u></b></p> <p>Animal Ethics – intro: food, testing, farming</p> <p>ethical approaches comparison</p> <p>Meta Ethics – Naturalism vs DCT</p> <p>Intuitionism + criticisms</p>	<p>conditions of moral responsibility</p> <p>Libertarianism, Hard Determinism</p> <p>Compatibilism + criticisms</p> <p><b>Conscience</b> – intro to Aquinas and Newman</p> <p>Freud, Fromm, modern views on conscience</p>		
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