



# The Nottingham Emmanuel School – R.S. Curriculum Map (2021-2022) - KS3

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<p><b>Understanding Christianity</b></p> <ul style="list-style-type: none"> <li>• What it means to be a Christian school – importance of communion</li> <li>• Trinity</li> <li>• Creation</li> <li>• Importance of humanity</li> <li>• The fall</li> <li>• Sin</li> </ul> <p><b>COVID RECOVERY</b> This unit is taught in a non-covid year but has been adapted to support the particular cohort. We have included a baseline assessment to check key knowledge and skills, and included more AfL opportunities to assess prior learning and identify any gaps in knowledge.</p>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Abraham</li> <li>• Moses</li> <li>• God’s Laws</li> <li>• The Torah</li> <li>• The Temple</li> <li>• Pesach</li> <li>• Shabbat</li> <li>• Hanukah</li> </ul>	<p><b>The Life of Jesus</b></p> <ul style="list-style-type: none"> <li>• Incarnation</li> <li>• Teachings of Jesus</li> <li>• Jesus the liberator</li> <li>• Holy week</li> <li>• Crucifixion</li> <li>• resurrection</li> </ul> <p><b>COVID RECOVERY</b> This unit is designed to build on the knowledge from Aut 1 and 2 in order to develop skills, as well identifying and filling any knowledge gaps on the basics of Christianity from primary school.</p>	<p><b>Is there a God?</b></p> <ul style="list-style-type: none"> <li>• The nature of God</li> <li>• The problem of evil</li> <li>• Responses to the problem of evil</li> <li>• Religious experience</li> <li>• Miracles</li> <li>• The soul</li> <li>• The cosmological argument</li> <li>• The teleological argument</li> </ul>		<p><b>Dharmic Religions</b></p> <p><b>Hindu, Sikh and Buddhist traditions – a comparison</b></p> <ul style="list-style-type: none"> <li>• What are dharmic religions?</li> <li>• The divine</li> <li>• Founders</li> <li>• Worship</li> <li>• Festivals</li> <li>• Afterlife</li> </ul>
Year 8	<p><b>An introduction to Islam</b></p> <ul style="list-style-type: none"> <li>• What is Islam?</li> <li>• The nature of Allah</li> <li>• Muhammad</li> <li>• The Night of Power</li> <li>• 6 articles of faith</li> <li>• The importance of angels</li> </ul> <p><b>COVID RECOVERY</b> A unit on Islam was taught during Y7, however due to online learning this was not fully embedded. This unit assesses their previously knowledge on Islam and interleaves previous knowledge, as a well as focusing on embedding skills needed in 3,4 and 5 mark questions to account for less input on this last year.</p>	<p><b>Inspirational People of Faith</b></p> <ul style="list-style-type: none"> <li>• Abraham</li> <li>• Oscar Romero</li> <li>• Martin Luther King</li> <li>• Malala</li> <li>• Mother Teresa</li> <li>• How is our identity shaped by what we believe and what we do?</li> </ul>	<p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• Utilitarianism</li> <li>• Natural Law</li> <li>• Divine Command Theory</li> <li>• Kantian Ethics</li> <li>• Situation Ethics</li> <li>• What is the best way to live a good life?</li> </ul> <p><b>COVID RECOVERY</b> This unit includes a deliberate focus on the highest level skills that are needed in transfer tasks – evaluation of evidence and arguments. Due to less input last year students have not had opportunity to develop these skills fully.</p>	<p><b>Spirited Arts</b></p> <ul style="list-style-type: none"> <li>• The importance of art and iconography in religious belief</li> <li>• Buddhism and mandalas</li> <li>• Islam and calligraphy</li> <li>• Hindu deities</li> <li>• Making our own reflective artwork</li> </ul>	<p><b>Image of God</b></p> <ul style="list-style-type: none"> <li>• Imago dei</li> <li>• The importance of humanity</li> <li>• What it means to treat people with justice</li> <li>• What it means to treat people equally</li> <li>• Sexism</li> <li>• Racism</li> <li>• Homophobia</li> <li>• Religious discrimination</li> </ul>	

# KS4 - EdExcel GCSE Religious studies B

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<b>Year 9</b>	<b>Christian Beliefs</b> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Nicene Creed</li> <li>• Trinity</li> <li>• Creation</li> <li>• Incarnation</li> <li>• Life of Jesus</li> <li>• Salvation</li> <li>• Atonement</li> <li>• Eschatology</li> <li>• problem of evil</li> <li>• solutions to the problem of evil</li> </ul> <p style="color: red; font-weight: bold;">COVID RECOVERY</p> <p style="color: red;">Although this unit is usually taught here, we have resigned it this year to identify gaps in knowledge and skills covered in the KS3 curriculum and support with the development of the skills required at GCSE. We are spending longer exploring the key concepts that may not have been embedded at KS3, and including more practice and assessment of transfer skills throughout.</p>		<b>Marriage and the Family</b> <ul style="list-style-type: none"> <li>• marriage</li> <li>• divorce</li> <li>• sexual relationships</li> <li>• same sex marriage</li> <li>• contraception</li> <li>• Gender prejudice</li> </ul>	<b>Islamic Beliefs</b> <ul style="list-style-type: none"> <li>• Nature of Allah</li> <li>• articles of faith</li> <li>• 5 roots</li> <li>• prophet hood</li> <li>• kutub</li> <li>• angels</li> <li>• Predestination</li> <li>• Akhirah</li> </ul> <p style="color: red; font-weight: bold;">COVID RECOVERY</p> <p style="color: red;">Due to less coverage of content KS3 and less opportunity to embed knowledge, we will spend more time covering the basics of the beliefs of Islam than we would usually spend in this unit.</p>		<b>Crime and Punishment</b> <ul style="list-style-type: none"> <li>• Evil and suffering</li> <li>• Attitudes to punishment</li> <li>• Aims of punishment</li> <li>• Forgiveness</li> <li>• Treatment of criminals</li> <li>• Death penalty</li> </ul>
<b>Year 10</b>	<b>Crime and Punishment</b> <ul style="list-style-type: none"> <li>• Attitudes to punishment</li> <li>• Aims of punishment</li> <li>• Forgiveness</li> <li>• Treatment of criminals</li> <li>• death penalty</li> </ul> <p style="color: red; font-weight: bold;">COVID RECOVERY</p> <p style="color: red;">Due to less coverage of content in Year 9 this unit needs to be completed. We will spend more time on this unit than usual and will include more focus on exam skills to allow for this to be embedded before moving on to further content.</p>	<b>Living the Christian life</b> <ul style="list-style-type: none"> <li>• liturgy</li> <li>• worship</li> <li>• prayer</li> <li>• sacraments</li> <li>• festivals</li> <li>• pilgrimage</li> <li>• mission and evangelism</li> <li>• worldwide church</li> <li>• Christian aid</li> </ul>		<b>Life and death</b> <ul style="list-style-type: none"> <li>• origins of the universe</li> <li>• stewardship</li> <li>• use of animals</li> <li>• abortion</li> <li>• euthanasia</li> <li>• life after death</li> </ul>	<b>Living the Muslim life</b> <ul style="list-style-type: none"> <li>• 5 pillars</li> <li>• Obligatory acts</li> <li>• Salah</li> <li>• Sawn</li> <li>• Zakah / khums</li> <li>• Hajj</li> <li>• Jihad</li> <li>• Festivals</li> </ul> <p style="color: red; font-weight: bold;">COVID RECOVERY</p> <p style="color: red;">Due to less coverage of content at the end of KS3, we will spend more time covering the basics of the '5 pillars' than we would usually spend in this unit.</p>	

<b>Year 11</b>	<b>Living the Muslim Life</b> <ul style="list-style-type: none"> <li>• Hajj</li> <li>• Jihad</li> <li>• festivals</li> </ul>	<b>Peace and Conflict (Islamic Perspective)</b> <ul style="list-style-type: none"> <li>• peace and conflict</li> <li>• working for peace</li> <li>• causes of conflict</li> <li>• pacifism</li> <li>• just war theory</li> <li>• holy war</li> <li>• weapons of mass destruction</li> </ul>	<b>Revision</b>	<b>Revision</b>	
	<b>COVID RECOVERY</b> There was some change to sequencing last year to better suit remote learning meaning this unit is to be completed from the end of last year. This unit will include more focus on exam skills than usual to allow for this to be embedded before moving on to further content.	<b>COVID RECOVERY</b> There will be greater focus on the skills needed in exam style questions in this unit in order to prepare students for exams as there was limited opportunity to embed these skills fully last year.			

**KS5 – Philosophy, Ethics and the development of Christian thought (OCR)**

		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<b>Year 12</b>	<b>Teacher 1 (BWT)</b>	<b>Developments of Christian thought</b>  Augustine and human nature Exam skills Death & the afterlife  <b>COVID RECOVERY</b> Due to disruption in learning over the last two years we put more focus on extended writing skills in the first term with Y12, and will assess their writing skills early.	<b>Developments of Christian thought</b>  Death & the afterlife  Knowledge of the existence of God  Jesus (intro & as a moral teacher)	<b>Developments of Christian thought</b>  Jesus (as liberator & as son of God)  Christian moral principles  Christian moral action: Bonhoeffer	<b>Developments of Christian thought</b>  Bonhoeffer  <b>Ethics (secular)</b> Utilitarianism Kantian Ethics	<b>Ethics (secular and applied)</b>  Kantian Ethics Applied Ethics; Business Ethics	<b>Start A2 Content: Ethics</b>  Sexual Ethics
	<b>Teacher 2</b>	<b>Philosophy</b>  The existence of God - Arguments based on observation  Arguments based on reason	<b>Philosophy</b>  Religious experience	<b>Philosophy</b>  The problem of evil  Ancient Philosophical Influences	<b>Philosophy</b>  Ancient Philosophical Influences  <b>Ethics (Christian)</b>  Situation Ethics	<b>Ethics (Christian)</b>  Natural Law  Euthanasia	<b>Start A2 Content:</b>  Religious Language

# Year 13

Year 13	Teacher 1 (BWT)	<p style="text-align: center;"><b>Ethics</b></p> <p>Conscience</p> <p style="text-align: center;"><b>Developments of Christian thought</b></p> <p>Pluralism and Society</p> <p><b>COVID RECOVERY</b> Due to disruption in learning over the last two years we put there have been limited opportunities to develop students written skills which is a key factor in success at A-Level. Throughout all of Y13 there will be greater focus on essay writing skills and practices.</p>	<p style="text-align: center;"><b>Developments of Christian thought</b></p> <p>Pluralism and Society</p> <p>Pluralism and Theology</p> <p>Exam Skills</p> <p><b>COVID RECOVERY</b> More focus on the synoptic elements from Y12 as these were taught online and so may not be as embedded as other areas of the course.</p>	<p style="text-align: center;"><b>Developments of Christian thought</b></p> <p>Gender and Society</p> <p>Gender and Theology</p>	<p style="text-align: center;"><b>Ethics</b></p> <p>Meta-Ethics</p> <p style="text-align: center;"><b>REVISION</b></p>	<b>REVISION</b>	
	Teacher 2 (JAR)	<p style="text-align: center;"><b>Philosophy</b></p> <p>Religious Language Negative, Analogical or Symbolic</p> <p>20<sup>th</sup> Century Perspectives</p>	<p style="text-align: center;"><b>Philosophy</b></p> <p>Religious Language: 20th Century Perspectives</p>	<p style="text-align: center;"><b>Philosophy</b></p> <p>Nature or attributes of God</p> <p style="text-align: center;"><b>Developments of Christian Thought</b></p> <p>The Challenge of Secularism</p>	<p style="text-align: center;"><b>Developments of Christian Thought</b></p> <p>Liberation theology</p> <p style="text-align: center;"><b>REVISION</b></p>	<b>REVISION</b>	