

Curriculum Map 2026 onwards

Year view Subject: Religious Studies				
Year 7	Knowledge/Content	Skills – identified from the North Yorkshire Syllabus	Assessments/ Checkpoints	Comments*
Autumn Term 1	<p>All pupils in year 7 & 8 follow the North Yorkshire Agreed Syllabus</p> <p>Believing strand: Comparative Religions. Provides an understanding of common features of religions. Builds on an appreciation and respect for religious teachings, beliefs and believers</p>	<p>Skills: This unit will enable pupils to share their religious/non-religious beliefs, and this will therefore aid their social development</p>	<p>Assessment: 'Sport is the new religion'. Write an evaluation looking at ideas for and against this statement</p>	<p>Build on pupil's knowledge of Christianity studied at primary school</p> <p>Links to careers – Look at careers across the different religions using Unifrog or BBC Bitesize</p>
Autumn Term 2	<p>Living and Expressing strand: What difference does it make to believe in...? An opportunity to understand how religious beliefs make a practical difference in the lives of individuals and wider society.</p>	<p>Skills: Reflecting on religious beliefs and festivals</p>	<p>Assessment: Oral/presentation on festivals /15</p>	<p>Curriculum enrichment: Developing confidence, communication & presentation skills. Potential for guest speakers from local religious representatives, e.g. Ilkley Buddhist meditation group.</p>
Spring Term 1	<p>Believing strand: Do we need to prove the existence of God? This unit gives students a first opportunity to study philosophy, and to think and argue philosophically, focusing on the philosophy of religion.</p>	<p>Skills: Introducing a controversial question will encourage debates amongst students and help them develop discussion / problem-solving skills.</p>	<p>Assessment: Scored test / 15</p>	<p>Links to prior learning: Use the knowledge gained from the 'Beliefs' and 'Living' strand of the first units to apply knowledge.</p>
Spring Term 2	<p>Believing strand: What is so radical about Jesus? Pupils will have a broader understanding of what constitutes religion by this stage so will be able to assess the importance and limitations of this question.</p>	<p>Skills: Apply their previous knowledge to explore beliefs, draw conclusions which are balanced and related to evidence, dialogue and experience.</p>	<p>Assessment: Scored test / 15</p>	<p>Links to prior learning: Pupils should have developed their own opinions on religious issues by this stage so will be in a better position to make well-reasoned personal insights.</p>
Summer Term 1	<p>Living Strand: Does religion help people to be good? To explore whether all people can follow religious principles</p>	<p>Skills: Provide an opportunity for reflection and discussion. Students discuss what is the most important principle for living</p>	<p>End of year 7 test</p>	<p>Links to prior learning: Curriculum enrichment: Developing confidence, communication & presentation skills</p>
Summer Term 2	<p>Expressing & Living strand: Should religious buildings be sold to feed the starving?</p>	<p>Skills: Introducing a controversial question will encourage debates amongst</p>	<p>Assessment: Design a building or plan a fundraising event. Peer assessed</p>	<p>Links to prior learning:</p>

Curriculum Map 2026 onwards

	The topic also introduces the issue of poverty which all students should have an opinion about, making it accessible for all.	students and help them develop discussion / problem-solving skills.		Use the knowledge gained from the 'Beliefs' and 'Living' strand of the first units to apply knowledge.
--	---	---	--	--

*(e.g. links to prior learning or other subjects, enrichment, rationale, exceptions to the rule etc)

Year view Subject: Religious Studies				
Year 8	Knowledge/Content	Skills – identified from the North Yorkshire Syllabus	Assessments/ Checkpoints	Comments
Autumn Term 1	Expressing strand: How can people express the spiritual through music and art? Enables students to express the opinions they have developed in RS in a creative way.	Skills: Investigating skills – know how to use different types of sources as ways of gathering information.	<u>Assessment:</u> Extended writing /12	Links to wider curriculum: Cultural development – prepare pupils for to participate in Britain’s wider cultural life. Own culture – pupil’s share positive experiences/celebrations/festivals
Autumn Term 2	Believing strand: Is death the end? Does it matter? Provides opportunity to study religious sources in more depth and work on source analysis/ interpretation.	Skills: Investigating – knowing how to use different types of sources as ways of gathering information. Knowing what may constitute as evidence.		The first three topic are studied in more depth from a Christian and Muslim perspective at KS4. They provide a good insight for students who will be following the AQA GCSE short course (non-examined)
Spring Term 1 Spring Term 2	Living strand: Is religion a power for peace or a cause of conflict in the world today? Does religion cause war, or make peace?	Skills: The nature of debate will develop Open and Critical mindedness. Independent research – Peace & conflict	<u>Assessment:</u> Oral/presentation /15	Links to prior learning: Having spent the first term studying religious beliefs teachings it is time to examine how these have an impact on the world. Links to future learning: GCSE Syllabus: Religion, Peace & Conflict
Summer Term 1	Living strand: Should happiness be the purpose of life? This topic provides great opportunity to focus on the meaning, purpose, and happiness to different individuals	Skills: A chance for pupils to express their ideas – explain what words and actions mean. Reflect upon feelings, relationships and experiences.	<u>Assessment:</u> End of year 8 test	Curriculum Enrichment: Art, literacy and communication skills. Inter-house competition

Curriculum Map 2026 onwards

Summer Term 2	Believing strand: Religion and revelation Explores a range of religions.	Skills: The nature of debate will develop Open and Critical mindedness.	<u>Assessment:</u> class presentation (peer assessed using homework categories E/G/I/U)	Links to wider curriculum: Cultural development – prepare pupils for to participate in Britain’s wider cultural life. <u>Links to Careers:</u> Use slide 1-4 to explore RE careers Careers religious studies.pptx Own culture – pupil’s share positive experiences
----------------------	---	--	---	---

Year view Subject: AQA GCSE 9-1 Religious Studies. Statutory RS Years 9-11 follow the AQA GCSE 9-1 Short course – this is not externally examined. The A level course is planned and delivered by SGHS

Year 9	Knowledge/Content (AQA GCSE /Full course)	Skills	Assessments/ Checkpoints	Comments
Autumn Term 1 & 2	Paper 1 Christian Beliefs Key beliefs Jesus Christ and salvation Paper 1 Islamic Beliefs Key beliefs Authority	In Religious Studies topics will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs.	2 x formative assessment over the term. Questions from past papers: 4,6 & 12 mark questions	We have opted to teach Christianity and Islam as the two religions at GCSE level to reflect the major religions represented by students at the school. We chose a course which included the Philosophy and Ethics element to also appeal to non-religious students. <u>Links to Careers:</u> Use slide 2,5 & 6 to explore RE careers Careers religious studies.pptx
Spring Term 1 & 2	Paper 1 Christian Practices Worship and festivals The role of the church in the wider community Paper 1 Islamic Practices Worship, duties and festivals	Pupils will have the opportunity to develop their ability to explain, analyse and evaluate topics, to offer reasoned and supported arguments in discussions about key issues.	2 x formative assessment over the term. Questions from past papers: 4,6 & 12 mark questions	Build on knowledge and understanding from year 7 & 8. Links to wider curriculum: RE and British values Mutual tolerance and respectful attitudes. Social and moral values
Summer Term	Finish Paper 1 Islamic Practices	Analyse, evaluate and discuss the issues surrounding religious practices.	End of Year 9 exam	Curriculum Enrichment:

Curriculum Map 2026 onwards

1 & 2	Paper 2 Start Theme A: Relationships and Family	Reference any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate.		Cultural development in RS. An opportunity to explore Britain's rich diversity of religious, ethnic and geographical cultures.
-------	--	--	--	--

Year view Subject: AQA GCSE 9-1 Religious Studies Statutory RS Years 9-11 follow the AQA GCSE 9-1 Short course – this is not externally examined				
Year 10	Knowledge/Content (AQA GCSE full course)	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 & 2	<p>Continue Paper 2 Theme A Relationships and Family</p> <ul style="list-style-type: none"> - Sex, marriage and divorce - Families and gender equality <p>Paper 2 - Start Theme B Religion and life</p> <ul style="list-style-type: none"> - The origins and value of the universe - The origins and value of human life 	Pupils will have the opportunity to develop their ability to explain, analyse and evaluate topics, to offer reasoned and supported arguments in discussions about key issues within chosen religions.	2 x formative assessment over the term. Questions from past papers: 4,6 & 12 mark questions	<p>Links to wider curriculum: Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value. Self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others. Also links to Ethics unit (year 11 stat course)</p> <p><u>Links to Careers:</u> Use slide 2, 7-10 to explore RE careers Careers religious studies.pptx</p>
Spring Term 1 & 2	<p>Paper 2 – Continue Theme B Religion and life</p> <ul style="list-style-type: none"> - The origins and value of the universe - The origins and value of human life 	In Religious Studies topics will encourage learners to develop knowledge, understanding and skills to engage in debate. This includes developing an understanding of non-religious beliefs.	2 x formative assessment over the term. Questions from past papers: 4,6 & 12 mark questions	<p>Links to wider curriculum: RE and British values Mutual tolerance and respectful attitudes. Social and moral values</p>

Curriculum Map 2026 onwards

<p>Summer Term 1 & 2</p>	<p>Paper 2 -Start Theme 3 Choose from: Theme C: The existence of God and revelation.</p>	<p>Pupils will have the opportunity to develop their ability to explain, analyse and evaluate topics, to offer reasoned and supported arguments in discussions about key issues within chosen religions.</p>	<p>End of year 10 exam Formative assessment over the term. Questions from past papers: 4,6 & 12 mark questions</p>	<p>Build up confidence over exam structure of both exam paper. Students can develop confidence with this knowledge in the Year 10 exams, which will be secured in Year 11. Links to Statutory RS – Themes have been chosen which are different from the statutory course.</p>
-------------------------------------	--	--	---	--

<p>Year view Subject: AQA GCSE 9-1 Religious Studies Statutory RS Years 9-11 follow the AQA GCSE 9-1 Short course – this is not externally examined</p>				
<p>Year 11</p>	<p>Knowledge/Content (AQA GCSE Full course)</p>	<p>Skills</p>	<p>Assessments/Checkpoints</p>	<p>Comments</p>
<p>Autumn Term 1 & 2</p>	<p>Mock preparation & Paper 2 -Finish Theme 3: The existence of God and revelation. Choose one Textual studies themes: Theme G: St Mark's Gospel – the life of Jesus. or Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.</p>	<p>Analyse, evaluate and discuss the issues raised by the areas of study for their chosen religion and individuals, communities and societies. Demonstrate the depth of their understanding of their chosen religion by referring to teachings, beliefs, views, attitudes and values, supported by reference to relevant sources of wisdom and authority.</p>	<p>Year 11 mock exam Formative assessment over the term. Questions from past papers: 4,6 & 12 mark questions</p>	<p>Links to prior learning: Paper 1 & 2 Build up confidence over exam structure of both exam paper. Students can develop confidence with this knowledge in the Year 11 mock exam. Links to Statutory RS – Themes have been chosen which are different from the statutory course. <u>Links to Careers:</u> Use slide 2, and select from 11-15 to explore RE careers Careers religious studies.pptx</p>
<p>Spring Term 1 & 2</p>	<p>Paper 2 –Finish Theme 4 Choose from: Theme G: St Mark's Gospel – the life of Jesus or</p>	<p>Refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments</p>	<p>GCSE style assessment evaluation question /15 GCSE style Assessment (A-D) AO1 &AO2 /30</p>	<p>Links to Statutory RS – Themes have been chosen which are different from the statutory course. <u>Theme from statutory RS could be chosen to build on knowledge & understanding for the full GCSE course.</u></p>

Curriculum Map 2026 onwards

	Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.			
Summer Term 1 & 2	<p>Final external exam preparation & finish</p> <p>Textual studies themes: Theme G: St Mark's Gospel – the life of Jesus.</p> <p>Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.</p>	Analyse, evaluate and discuss the issues raised by the areas of study for their chosen religion and individuals, communities and societies	GCSE style assessment evaluation question /15/past papers	<p>Links to Statutory RS – Themes have been chosen which are different from the statutory course.</p> <p><u>Theme from statutory RS could be chosen to build on knowledge & understanding for the full GCSE course.</u></p>

A level Religious Studies for 2026-2027 is solely planned and delivered by SGHS. Please note that the order of teaching might change in September 2026 in response to the planning by a specialist subject teacher. This outline has been planned by the Head of Humanities, a non-specialist.

AQA Statutory RS GCSE Religious Studies (SHORT COURSE – NON – examined)

Year view Subject: Statutory RS – AQA GCSE short course (not externally examined)				
Year 9	Knowledge/Content	Skills – taken from short course syllabus	Assessments/Check points	Comments
Autumn Term 1	Thematic E Religion, Crime and Punishment - Causes of crime - Religion, punishment & forgiveness	Learners will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments	<u>Assessment:</u> 12-mark essay	ALTHOUGH STUDENTS WILL NOT BE ENTERED FOR THIS GCSE EXAM. A FORMATIVE ASSESSMENT WILL BE DESIGNED TO ASSESS PROGRESS ONCE A TERM. Link to careers – visit from prison/probation officer.
Autumn Term 2				
Spring Term 1	Islamic Beliefs & Teachings - Islam in the UK today - Key beliefs	Analyse, evaluate and discuss the issues raised by the area of study and their importance for individuals, communities and societies.	<u>Assessment:</u> Key beliefs – scored test /17	Curriculum Enrichment: Presentation skills/group work/debate and discussion

Curriculum Map 2026 onwards

	- Life of Muhammad			British values – mutual tolerance & respectful attitudes. Rule of law/individual liberty
Spring Term 2	- The development of Islam - Holy books	Consider significant common and divergent views.		
Summer Term 1	Islamic Beliefs & Practices - The mosque around the world - Leadership in Islam	An opportunity to develop their ability to explain, analyse and evaluate topics, in order to offer reasoned arguments in discussions about key issues	Assessment: Oral/debate/presentation /15	Links to wider curriculum: Art, Literacy. Spiritual development: self-awareness, offering opportunities for pupils to reflect on their own views and how they been formed, as well as the views of others.
Summer Term 2	- The 5 Pillars	Develop presentation and communication skills Collaboration		

Year view Subject: Statutory RS – AQA GCSE short course (not externally examined)				
Year 10	Knowledge/Content	Skills	Assessments/Check points	Comments
Autumn Term 1	Thematic F Human rights and social justice	The AQA GCSE (9–1) Short Course in Religious Studies specification will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern pluralistic society, including an understanding of non-religious beliefs. Refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments	Assessment: Extended writing - Religious teachings & human rights /12 marks	Links to wider curriculum: Self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others. British values: Rule of law Links to GCSE RS – Themes have been chosen which are different from the statutory course. Career links: Visit from charity worker e.g Christian aid/SHELTER Or food bank.
Autumn Term 2	- Social justice and human rights - Prejudice and discrimination - Religious freedom - Christian teachings about wealth - Poverty and its causes - Exploitation of the poor - Charity			
Spring Term 1	Christian beliefs and teachings	Demonstrate the depth of their understanding of their chosen religion by referring to teachings, beliefs, views, attitudes and values,	Assessment: Oral/debate (peer assessed)	Curriculum Enrichment: Develop communication/discussion skills Opportunity for visiting speaker.

Curriculum Map 2026 onwards

Spring Term 2	<ul style="list-style-type: none"> - The nature of God - Creation - Jesus Christ and salvation 	supported by reference to relevant sources of wisdom and authority, including scripture and/or sacred texts		Links to wider curriculum: Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value.
Summer Term 1	Christian beliefs and practices	Develop written skills. How to construct and development balanced arguments, using evidence and examples.	Assessment: Extended writing - Religious festivals /12 marks	Links to wider curriculum: Spiritual development: self-awareness, offering opportunities for pupils to reflect on their own views and how they been formed, as well as the views of others.
Summer Term 2	<ul style="list-style-type: none"> - Worship and festivals - The role of the church and worldwide community 			

Year view Subject: Statutory RS – AQA GCSE short course (not externally examined)				
Year 11	Knowledge/Content	Skills	Assessments/Check points	Comments
Autumn Term 1	Thematic D Religion, peace and conflict	The AQA GCSE (9–1) Short Course in Religious Studies specification will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern pluralistic society, including an understanding of non-religious beliefs. Refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments	<u>Assessment:</u> Extended writing – ‘War is never right’ /12 marks	Links to wider curriculum: Self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others. British values: Rule of law Links to GCSE RS – Themes have been chosen which are different from the statutory course. Careers link: Visit/work shop from Army chaplain/Humanists.
Autumn Term 2	<ul style="list-style-type: none"> • Introduction • Protests • Reasons for war • Just War theory (assessment) • Nuclear weapons and mass destruction • Holy war and religion • Pacifism 			
Spring Term 1	Ethics			Curriculum Enrichment: Develop communication/discussion skills

Curriculum Map 2026 onwards

<p>Spring Term 2</p>	<ul style="list-style-type: none"> - Euthanasia - Animal rights - Use of AI 	<p>Develop written skills. How to construct and development balanced arguments, using evidence and examples.</p>	<p>Assessment: Oral/debate (peer assessed)</p>	<p>Links to wider curriculum: Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value.</p>
<p>Summer Term 1</p>	<p>Finish above and then use time for revision for final GCSE exams</p>			