

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

## Curriculum Intent Statement

Religious Studies at BBG is designed to prepare pupils for living in a multicultural society. During Key Stage 3 pupils follow the Kirklees local agreed syllabus 'Believing and belonging' it is designed to encapsulate the aims of RS within our local community. The religions that are focused on are the ones that have the highest populations within Kirklees to help develop a sense of community and understanding between people. The syllabus emphasises the importance of pupils and students encountering the lived experience of people in order to understand diversity within religions and worldviews; nonreligious views are taught as well as religious. We aim to provide pupils with a range of opportunities to develop their own sense of identity and purpose including developing critical analysis skills that will benefit pupils in the wider world.

At Key Stage 4 pupils follow the Eduqas GCSE specification honing their knowledge of Christianity and Hinduism as well as applying religious and nonreligious worldviews to philosophical and ethical unit. Pupils visit The Shree Lakshmi Narayan Hindu Temple in Bradford as part of our course, this is the largest Mandir in the north of England and have guest speakers from a wide range of beliefs visiting them in school to help further develop their knowledge and understanding of multiple perspectives.

**Year 7**

**Year 7 assessment dates**

Assessment week 1 – 12.01.26

Assessment week 2 – 20.04.26

Term	Content	Sequencing		Assessment	Careers links & Experiences
<p><b>Autumn 1</b> 8 weeks</p>	<p><b>Topic: What is religion?</b> (Local Agreed Syllabus Pathway 1 C3.1)</p> <ul style="list-style-type: none"> <li>• What is meant by religion and worldview?</li> <li>• Why is there diversity within belief?</li> <li>• How do worldviews change?</li> <li>• Why do some worldviews change less than others?</li> <li>• What differences are there in non-religious worldviews?</li> <li>• How do worldviews impact our reality?</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Primary school</p> <p><b>Subject terminology:</b> Religion Worldview Belief Orthodox/reform Atheist Theist Agnostic Humanist Diversity Migration Persecution</p>	<p><b>Key Stage 4 progression:</b></p> <p>GCSE Issues of Human Rights</p>	<p><b>Consolidation/Summative assessment:</b></p>	<p><b>Careers link:</b> Chaplain</p> <p><b>Experiences:</b> Meet a Humanist</p>
<p><b>Autumn 2</b> 7 weeks</p>	<p><b>Topic: How do Hindus see life?</b> (Local Agreed Syllabus Pathway 1 C3.2)</p> <ul style="list-style-type: none"> <li>• What do Hindus believe about the divine?</li> <li>• How do Hindus show devotion?</li> <li>• What do Hindus believe about sources of authority?</li> <li>• What do Hindus believe about life after death</li> <li>• How do Hindus live a good life?</li> <li>• How might expressions of Hinduism look different?</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>What is religion?</p> <p><b>Subject terminology:</b> Dharma Moksha Atman Upanishads Shaivite Vashnavite Puja Murti Aarti Reincarnation Nirvana</p>	<p><b>Key Stage 4 progression:</b></p> <p>GCSE Hindu beliefs, teachings and practices</p> <p>GCSE Issues of life and death unit</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Creation of Moksha Patam game Part b – describe how Hindus show devotions</p>	<p><b>Careers link:</b> Charity worker Environmentalism Care worker</p> <p><b>Experiences:</b> N/A</p>

		Samsara Ahimsa Varnashrama dharma Caste system Intra- generational Vrindban			
Spring 1 6 weeks	<p><b>Topic: What values do people live by?</b> (Local Agreed Syllabus Pathway 3 U2.3)</p> <ul style="list-style-type: none"> <li>Do rules matter? What is a code for living?</li> <li>What codes for living do people who are not religious use?</li> <li>What codes for living do religious believers live by?</li> <li>What is the importance of ahimsa to Hindus?</li> <li>What is the importance of Sewa for dharmic faiths?</li> <li>How do codes for living help people to live well?</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>How do Hindus see life?</p> <p>What is religion?</p> <p><b>Subject terminology:</b></p> <p>Ethics Values Core beliefs Absolute morality Relative morality Commandments Mitzvah Sewa Golden rule Rules Philosophy Hedonic calculus Tikkun Olam Sanctions Rewards Heaven</p>	<p><b>Key Stage 4 progression:</b></p> <p>GCSE Issues of Good and Evil unit</p> <p>GCSE Hindu beliefs, teaching and practices</p>	<p><b>Assessment week 1 – 12.01.2026</b></p> <p><b>Consolidation/Summative assessment:</b></p> <p>4 part assessment mimicking GCSE style based on 'How do Hindus see life' and 'what is religion?' units</p>	<p><b>Careers link:</b></p> <p>Police officer Social policy maker</p> <p><b>Experiences:</b></p>
Spring 2 6 weeks	<p><b>Topic: How do Christians worship in diverse ways?</b> (Local Agreed Syllabus Pathway 2 C3.3)</p> <ul style="list-style-type: none"> <li>What is worship?</li> <li>Why is worship important to Christians?</li> <li>What is liturgical and non-liturgical worship?</li> <li>Why do Christians pray?</li> <li>What aids to worship might a Christian make use of?</li> <li>How do Christians worship at Christmas?</li> <li>What is pilgrimage? Where do Christians go on and why?</li> <li>How are Christians influenced by their worship?</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>What is religion?</p> <p>What values do people live by?</p>	<p><b>Key Stage 4 progression:</b></p> <p>GCSE Christianity beliefs, teachings and practices</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Part c -explain from two different religious traditions Christian beliefs about worship</p>	<p><b>Careers link:</b></p> <p><b>Experiences:</b></p> <p>Meet a vicar</p>

		<b>Subject terminology:</b> Liturgy Non-liturgical worship Lord's Prayer Salvation Adoration Confession Thanksgiving Supplication Cathedral Pilgrimage Rosary beads Crucifix Corporate worship Private worship Christmas Advent Epiphany			
<b>Summer 1</b> <b>8 weeks</b>	<b>Topic: Can spiritual experience be transformative?</b> (Local Agreed Syllabus Pathway 4 C3.6) <ul style="list-style-type: none"> <li>• What is meant by a spiritual experience?</li> <li>• To what extent are spiritual experiences life-changing?</li> <li>• What does a spiritual life look like?</li> <li>• Can a person with an atheistic or humanist worldview have a spiritual experience?</li> <li>• How do spiritual experiences provide a context to deal with the challenges and difficulties of life?</li> </ul>	What is religion? How do Hindus see life? How do Christians worship in diverse ways?  <b>Subject terminology:</b> Near death experience spiritualism aesthetic monastic withdrawn transformative enlightened	<b>Key Stage 4 progression:</b> GCSE Christianity beliefs, teachings and practices GCSE Hindu beliefs, teachings and practices GCSE Issues of life and death unit	<b>Assessment week 2 – 20.04.2026</b> <b>Consolidation/Summative assessment:</b> 4 part assessment mimicking GCSE style based on 'How do Christians worship in diverse ways' unit	N/A N/A

## Year 8

### Year 8 assessment dates

Assessment week 1 – 29.09.25

Assessment week 2 – 23.02.2026

Term	Content	Sequencing		Assessment	Careers links & Experiences
<p><b>Summer 2</b></p>	<p><b>Topic: The Island</b></p> <ul style="list-style-type: none"> <li>• How do people view society?</li> <li>• How do people view right from wrong?</li> <li>• How do we mark key events in peoples lives?</li> <li>• What do we vie materialistically as important?</li> </ul>	<p><b>Previous topics built on in this topic:</b> What values do people live by?</p> <p>Can spiritual experience be transformative?</p> <p><b>Subject terminology:</b> Culture Community Rules Commitment ceremonies Core beliefs Values Expression Identity</p>	<p><b>Key Stage 4 progression:</b> n/a</p>	<p><b>Consolidation/Summative assessment:</b> Creation of pupils own island</p>	
<p><b>Autumn 1</b></p>	<p><b>Topic: What does it mean to live in Multifaith Britain?</b> (Local Agreed Syllabus Pathway 3 C3.4)</p> <ul style="list-style-type: none"> <li>• What is identity? What is respect?</li> <li>• What do statistics tell us about the plurality of Yorkshire, the UK and the world?</li> <li>• Who makes a key contribution to respect?</li> <li>• What contributions are believers making to improve our society?</li> <li>• How are different groups working together to promote harmony?</li> <li>• What issues can be caused with plurality? How can these be overcome?</li> </ul>	<p><b>Previous topics built on in this topic:</b> What values do people live by? What is religion?</p> <p><b>Subject terminology:</b> Pluralistic Society Community cohesion Multiculturalism Diversity</p>	<p><b>Key Stage 4 progression:</b> GCSE Christianity beliefs, teachings and practices</p>	<p><b>Assessment week 1 – 29.09.2025</b></p> <p><b>Consolidation/Summative assessment:</b> Part d question – Is Britain a pluralistic country?</p>	<p>Community officerN/A</p>

		Prejudice discrimination Respect Beliefs Tolerance Social solidarity Conflict Role models Figureheads Populations Statistics census			
<b>Autumn 2</b>	<b>Topic: what do Muslims believe about a good life?</b> (LOCAL AGREED SYLLABUS Pathway 3 C3.5) <ul style="list-style-type: none"> <li>• What Is the Qur'an and how was it revealed? Why is it important to Muslims?</li> <li>• What do we mean by 'a good life'?</li> <li>• What can we learn from the stories found in Qur'an? How can we learn to care for others and be kind to others?</li> <li>• How does zakat help a Muslim live a good life?</li> <li>• Why is marriage and family life important to Muslims?</li> </ul>	<b>Previous topics built on in this topic:</b> What values do people live by?  <b>Subject terminology:</b> Tawhid Qur'an Community Prophet Allah Zakat Sadaqah Mosque Ummah Respect Family Dowry Nikah	<b>Key Stage 4 progression:</b> GCSE Issues of relationships unit GCSE Issues of Human Rights unit	<b>Consolidation/Summative assessment:</b> Mosque community board display Extended writing part b – describe the importance of zakat to Muslims?	Charity worker Social worker
<b>Spring 1</b>	<b>Topic: Does religion promote or prevent equality?</b> (LOCAL AGREED SYLLABUS Pathway 5 C3.7) <ul style="list-style-type: none"> <li>• What do some religious teachings say about equality and inequality?</li> <li>• How have religious teachings on equality impacted people individually, locally, nationally and internationally?</li> <li>• How has the religious impact on equality/inequality changed over time? How have teachings changed?</li> <li>• How might some teachings cause tension with regards to equality?</li> <li>• What do some religious teachings say about same-sex relationships?</li> </ul>	<b>Previous topics built on in this topic:</b>  <b>Subject terminology:</b> Prejudice	<b>Key Stage 4 progression:</b> GCSE Issues of Human Rights unit GCSE Issues of relationships unit	<b>Consolidation/Summative assessment:</b> Court scenario drama role plays Extended writing part d – religions teach that all people are equal	Community worker Activist Policy maker

	<ul style="list-style-type: none"> <li>What do religious teachings say about the role of men and women?</li> </ul>	Discrimination Antisemitism Racism Hostility Conflict Equality Inequality Golden Rule Heterosexual Homosexual Marriage Gender Biological sex			
Spring 2	<p><b>Topic: How do believers grapple with evil and suffering?</b> (LOCAL AGREED SYLLABUS Pathway 6 C3.8)</p> <ul style="list-style-type: none"> <li>Why is there evil and suffering?</li> <li>What is the problem of evil?</li> <li>How do religious believers respond to the problem of evil?</li> <li>How does the philosophy of karma help Hindus to understand or reflect on suffering?</li> <li>How do non-religious worldviews comprehend evil and suffering?</li> <li>How do individuals come to terms with evil and suffering? How might their beliefs help them deal with these challenges?</li> </ul>	<p><b>Previous topics built on in this topic:</b> What values do people live by?</p> <p><b>Subject terminology:</b> Natural evil Moral evil Suffering Problem of evil Karma Cause and effect Morality Philosophy Jinn Satan Shaytan Free will Malevolent Benevolent Theodicy</p>	<p><b>Key Stage 4 progression:</b> GCSE Issues of Good and Evil  GCSE Issues of Human Rights  GCSE Hindu, beliefs, teachings and practices  GCSE Christianity beliefs, teachings and practices</p>	<p><b>Assessment week 2 – 23.02.2026</b></p> <p><b>Consolidation/Summative assessment:</b>  4 part assessment mimicking GCSE style based on ‘what do Muslims believe about a good life’ and ‘does religion promote or prevent equality?’ units</p>	Human Rights activist N/A
Summer 1	<p><b>Topic: Introduction to philosophy</b></p> <ul style="list-style-type: none"> <li>What is philosophy?</li> <li>Metaphysics</li> <li>Epistemology</li> <li>Descarte or Locke?</li> <li>Sources of right or wrong</li> <li>How should we treat animals?</li> <li>Determinism</li> </ul>	<p><b>Previous topics built on in this topic:</b> N/A</p> <p>How do believers grapple with evil and suffering</p>	<p><b>Key Stage 4 progression:</b>  GCSE Issues of good and evil</p>	<p><b>Consolidation/Summative assessment:</b>  Multiple choice and extended writing responses</p>	Critical thinking analyst

	<ul style="list-style-type: none"><li>Political philosophy</li></ul>	<b>Subject terminology:</b> Philosophy Fallacy Ethics Morality Soul making			
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