






Tolworth Girls' School Curriculum Map

Y7 Religious Studies



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y7</p> <p>3 Hours Per Fortnight</p>  <p>Brief Overview:</p>  <p><i>By the end of Year 7 students will have considered the benefits of studying R.S. and will have been introduced to aspects of 4 main world faiths</i></p>	<p>Why R.S.?</p>	<p>Ultimate Questions</p>	<p>Islam</p> <p>Sacred spaces and text</p>	<p>Buddhism</p> <p>Philosophical Thinking</p>	<p>Sikhism</p> <p>Equality and Faith</p>	<p>Sacred Stories</p> <p>Guidelines for Living</p>
	<p>Knowledge</p> <ul style="list-style-type: none"> Worldviews - Perspectives Matter Why Study RS? Unique & Different World Religion Fact Finding Benefits of a multi-faith society 	<p>Knowledge</p> <ul style="list-style-type: none"> Skills in RS Ultimate Questions Where has the world come from? Does God Exist? What is the purpose of life? 	<p>Knowledge</p> <ul style="list-style-type: none"> Introduction to Islam The life of Muhammad Outside the mosque Inside the mosque The Qur'an 	<p>Knowledge</p> <ul style="list-style-type: none"> Introduction to Buddhism Life and Teachings of the Buddha Buddhism today 	<p>Knowledge</p> <ul style="list-style-type: none"> Introduction to Sikhism Guru Nanak Gurdwara Guru Granth Sahib Equality & Sewa The 5ks 	<p>Knowledge</p> <ul style="list-style-type: none"> The place of story in world religions Are holy books relevant today? Holy book key teachings Charitable Enterprise
	<p>Skills</p> <p>Empathy Comparison Reflection Analysis & Evaluation Communication skills Decision making Investigating</p>	<p>Skills</p> <p>Comparison Analysis & Evaluation Communication skills Decision making Investigating Inference</p>	<p>Skills</p> <p>Empathy Comparison Reflection Analysis & Evaluation Communication skills Decision making inference</p>	<p>Skills</p> <p>Empathy Comparison Reflection Analysis & Evaluation Communication skills Decision making Investigating inference</p>	<p>Skills</p> <p>Empathy Comparison Analysis & Evaluation Communication s Investigating Inference Team Work</p>	<p>Skills</p> <p>Empathy Comparison Reflection Analysis & Evaluation Decision making Investigating Inference Team Work</p>
	<p>Assessment Opportunities</p>	<p>Baseline Assessment - Worldviews</p>	<p>AF1 Skills Assessment</p>	<p>Islam Assessment</p>	<p>Buddhism Assessment</p>	<p>AF2 World Faiths</p>
<p>Wider Learning</p> 	<p>PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views</p> <p>CEIAG: Lawyer, doctor, politics, philosopher, Historian, International relations, journalism, teacher</p> <p>Enrichment: Culture and Craft Club, Interfaith week</p>			<p>Cross Curricular: Science, History, Geography, Sociology</p> <p>Literacy & Numeracy: Extended writing, research skills, analysing and interpreting, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis</p> <p>Diversity: Ethnicity, population demographics, differing religious views, gender</p>		



Tolworth Girls' School Curriculum Map

Y8 Religious Studies



Y8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3 Hours Per Fortnight Brief Overview: <i>By the end of Year 8 students will have explored ideas about identity and belonging and considered how faith and other beliefs can impact on one's actions</i>	Hinduism Beliefs	Judaism Identity & Belonging	Prejudice and Discrimination	Inspirational Figures Faith in Action	Islam Faith in Action
	Knowledge <ul style="list-style-type: none"> Introduction to Hinduism God in Hinduism Life after death: Reincarnation Good and evil (Holi) Social justice and sewa 	Knowledge <ul style="list-style-type: none"> Identity and belonging The synagogue The Torah Bar and Bat Mitzvah Jewish Food Laws Celebrations 	Knowledge <ul style="list-style-type: none"> Prejudice and discrimination Anne Frank and the Holocaust Faith in action: Nicholas Winton 	Knowledge <ul style="list-style-type: none"> Martin Luther King – beliefs, methods and achievements Inspirational Figures Independent project 	Knowledge <ul style="list-style-type: none"> Introduction to the 5 Pillars of Islam Shahadah Salah Sawm Zakah Hajj 	Knowledge <ul style="list-style-type: none"> Introduction to Spirited Arts Competition Planning and creating Commentary composition Sharing/evaluation
	Skills Empathy Critical thinking Communication Evaluation Justification	Skills Empathy Evaluation Collaboration Creative Comparison	Skills Chronology Empathy Critical thinking Evaluation Research	Skills Empathy Research skills Evaluation Justifying a point of view	Skills Comparison Evaluation Empathy Justifying a viewpoint	Skills Creative Team work Analysis Evaluation Descriptive writing
Assessment Opportunities	Hinduism Assessment	AF1 Hinduism	Belief and Practices Assessment	Inspirational Figures Assessment	Faith in Action Assessment	AF2 Year 8 Exam

Wider Learning 	<p>PSHE: Justice, kindness/ helping others in society, British values: democracy and rule of law, discrimination and equality, peaceful protest, campaigning, food choices, the civil rights movement</p> <p>CEIAG: Food industry, politics, law, business, journalism, charity, law enforcement, teacher</p> <p>Enrichment: Culture and Craft Club, Interfaith Week</p>	<p>Cross Curricular: History (WWII and the Holocaust) I.T. (Research tasks) Art/Dance and English (Spirited Arts competition), Maths, Geography, Sociology</p> <p>Literacy & Numeracy: Key words, spelling, descriptive writing, evaluative writing, percentages</p> <p>Diversity: Ethnicity, population demographics, inequality, differing religious views, gender, sexuality, race issues</p>
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Tolworth Girls' School Curriculum Map

Y9 GCSE Religious Studies



Y9 GCSE: Edexcel	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christian Beliefs	Christian Beliefs	Muslim Beliefs	Muslim Beliefs	Matters of Life and Death	Matters of Life and Death
	Knowledge <ul style="list-style-type: none"> Introduction to Christianity The Trinity Creation of the universe and humanity Incarnation Salvation The last days of Jesus' life 	Knowledge <ul style="list-style-type: none"> Christian Eschatology: resurrection of the body & immortality of the soul The problem of evil and suffering Solutions to the problem of evil and suffering 	Knowledge <ul style="list-style-type: none"> Introduction to Islam The nature of Allah Prophets Kitub: Muslim holy books: Malaikah: Angels 	Knowledge <ul style="list-style-type: none"> Al-Qadr : predestination Akhirah: life after death) End of unit revision Exam skills preparation 	Knowledge <ul style="list-style-type: none"> Origins and value of the universe The origins and value of human life Sanctity of life Abortion Euthanasia 	Knowledge <ul style="list-style-type: none"> Death and the afterlife Non-religious arguments against life after death Threats to the natural world Christian stewardship Animal rights
Skills Reflecting & applying Analysis & Evaluation Communication skills Decision making Investigating Inference	Skills Reflecting & applying Analysis & Evaluation Communication skills Decision making Investigating Inference Empathy	Skills Reflecting & applying Analysis & Evaluation Communication skills Decision making Investigating Inference	Skills Reflecting & applying Analysis & Evaluation Communication skills Decision making Investigating Inference	Skills Reflecting & applying Analysis & Evaluation Communication skills Decision making Investigating Inference Empathy	Skills Reflecting & applying Analysis & Evaluation Communication skills Decision making Investigating Inference Empathy	
Assessment Opportunities	Christian Beliefs Assessment	Christian Beliefs Assessment	AF1 Christian Beliefs	Muslim Beliefs Assessment	Muslim Beliefs/ Matters of Life & Death Assessment	AF2 Muslim Beliefs/ Matters of Life & Death

4 Hours Per Fortnight

Brief Overview:

By the end of Year 9 students should have completed 3 GCSE units of study: Christian Beliefs, Muslim Beliefs and Matters of Life & Death

Wider Learning 	PSHE: Diversity, religious/non-religious viewpoints, political concepts, historical versus modern events and views	Cross Curricular: Science, History, Politics, Geography, Sociology
	CEIAG: Lawyer, Doctor, politics, Philosopher, Historian, International Relations, Journalist, teacher	Literacy & Numeracy: Extended writing, research skills, analysing and interpreting, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis
	Enrichment: GCSE Drop-in clinic, Interfaith week	Diversity: Ethnicity, population demographics, differing religious views, gender



Tolworth Girls' School Curriculum Map

Y10 GCSE Religious Studies 2023-2024



Y10

GCSE:
Edexcel


4 Hours Per Fortnight

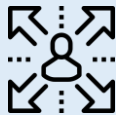
Brief Overview:



*By the end of Year 10 students should have completed a further 3 units of GCSE study on:
Crime & Punishment, Living the Christian Life and Living the Muslim Life*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Matters of Life and Death	Crime and Punishment	Crime and Punishment	Living the Christian Life	Living the Christian Life	Living the Muslim Life	
Knowledge <ul style="list-style-type: none"> Death and the afterlife Non-religious arguments against life after death Threats to the natural world Christian stewardship Animal rights 	Knowledge <ul style="list-style-type: none"> The aims of punishment Attitudes to punishment Justice Crime Muslim attitudes to good, evil and suffering 	Knowledge <ul style="list-style-type: none"> Forgiveness Treatment of criminals The death penalty – Muslim attitudes and non-religious views 	Knowledge <ul style="list-style-type: none"> The role of the sacraments in Christian life The nature and purpose of prayer Pilgrimage Christian religious celebrations 	Knowledge <ul style="list-style-type: none"> The future of the church The importance of the local church The worldwide church 	Knowledge <ul style="list-style-type: none"> The Ten Obligatory Acts The 5 Pillars Shahadah Salah Sawm Zakah and Khums 	
Skills <p>Empathy Comparison Reflection Analysis & Evaluation Decision making Investigating Inference Team Work</p>	Skills <p>Empathy Comparison Reflection Analysis & Evaluation Decision making Investigating Inference Team Work</p>	Skills <p>Empathy Comparison Reflection Analysis & Evaluation Decision making Investigating Inference Team Work</p>	Skills <p>Empathy Comparison Reflection Analysis & Evaluation Decision making Investigating Inference Team Work</p>	Skills <p>Empathy Comparison Reflection Analysis & Evaluation Decision making Investigating Inference Team Work</p>	Skills <p>Empathy Comparison Reflection Analysis & Evaluation Decision making Investigating Inference Team Work</p>	
Assessment Opportunities	Matters of Life & Death Assessment	Crime & Punishment Assessment	AF1 Crime & Punishment	Living the Christian Life Assessment	AF2 Mock Examination	Living the Muslim Life Assessment

Wider Learning



PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views

CEIAG: Lawyer, medical profession, politician, historian, International Relations, journalist, law enforcement, teacher

Enrichment: GCSE Drop-in Clinics, Philosophy and Ethics Book Club, Interfaith

Cross Curricular: Science, History, Politics, Geography, Sociology, Maths

Literacy & Numeracy: Extended writing, research skills, analysing and interpreting, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis

Diversity: Ethnicity, population demographics, inequality, differing religious



Tolworth Girls' School Curriculum Map

Y11 GCSE Religious Studies 2023-2024



Y11

GCSE:
Edexcel



5 Hours Per Fortnight


Brief Overview:



By the end of Year 11 students should have completed 2 final units of study on: Marriage & the Family and Peace & Conflict. They should also be equipped with the necessary skills to complete their GCSE exams.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Living the Muslim Life and Peace and Conflict	Peace and Conflict	Marriage and the Family	Marriage and the Family	Consolidation	Public Exams
Knowledge <ul style="list-style-type: none"> • Hajj • Jihad • Celebrations • Muslim attitudes towards peace • The role of Muslims in peace-making • Attitudes to conflict • Pacifism 	Knowledge <ul style="list-style-type: none"> • Just War Theory • Holy War • Weapons of Mass Destruction • Issues surrounding conflict 	Knowledge <p>Christian and Humanist views on:</p> <ul style="list-style-type: none"> • Families • Sexual relationships • Marriage • Family planning & contraception • Divorce and Remarriage 	Knowledge <p>Christian and Humanist views on:</p> <ul style="list-style-type: none"> • Equality of men and women in the family • Gender prejudice and discrimination • Support for the family in the local parish 	Knowledge <p>Revision of all topics</p> <ul style="list-style-type: none"> • Revision maps • Exam questions • Key word tests • Skills practice • GCSE Pod 	
Skills <p>Empathy Comparison Reflection Analysis & Evaluation Communication skills Decision making Investigating Inference</p>	Skills <p>Empathy Comparison Application Analysis & Evaluation Communication skills Decision making Investigating Inference</p>	Skills <p>Empathy Comparison Reflection & application Analysis & Evaluation Decision making Investigating Inference</p>	Skills <p>Empathy Comparison Reflection Analysis & Evaluation Communication skills Decision making Investigating Inference</p>	Skills <p>Comparison Reflection & application Analysis & Evaluation Communication skills Decision making Investigating Inference</p>	
Assessment Opportunities	AF1 Living the Muslim Life	AF2 Mock Examinations	Peace & Conflict Assessment	Marriage & the Family Assessment	Consolidation Assessment

Wider Learning



PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views

CEIAG: Lawyer, Doctor, politics, Philosopher, Historian, International Relations, Journalist, teacher

Enrichment: GCSE Drop-in Clinics, Golden Week, Interfaith week

Cross Curricular: Science, History, Politics, Geography, Sociology, Maths

Literacy & Numeracy: Extended writing, research skills, analysing and interpreting, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis

Diversity: Ethnicity, population demographics, inequality, differing religious views, gender



Tolworth Girls' School Curriculum Map



Y12 Religious Studies (Philosophy)



Unit 1 Philosophical Issues and Debates: 1.1 Design Argument; 1.2 Cosmological Argument; 1.3 Ontological Argument

Unit 2 The Nature & Influence of Religious Experiences: 2.1 Nature & Influences; 2.2 Argument for the Existence of God

Unit 3 Problems of Evil & Suffering: 3.1 Problem of E&S; 3.2 Theodicies & Solutions; Anthology: Mackie

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y12</p> <p>A level:</p> <p>Edexcel</p> <p>3 Hours Per Fortnight</p>   <p>Brief Overview: By the end of Y12, all students will have completed 3/6 units of the Philosophy course. They will be developing all exam skills.</p>	<p>Introduction Inductive, deductive, apriori, aposteriori, revealed theology, natural theology</p> <p>1.1 The Design Argument</p> <ul style="list-style-type: none"> Key features Strengths & weaknesses Philosophical issues W Paley & D Hume 	<p>1.2 The Cosmological Argument</p> <ul style="list-style-type: none"> Key features Strengths & weaknesses Philosophical issues Aquinas, Hume, Kant <p>1.3 The Ontological Argument</p> <ul style="list-style-type: none"> Key features Strengths & weaknesses Philosophical issues Anselm, Russell 	<p>2.1: Nature of Religious Experience</p> <ul style="list-style-type: none"> Key features & types Alternative explanations & interpretations W James/R Otto <p>2.2 RE as an argument for God's existence</p> <ul style="list-style-type: none"> Inductive, cumulative, and verification argument Strengths & weaknesses Hick/Swinburne 	<p>3.1: Problem of Evil & Suffering</p> <ul style="list-style-type: none"> Problem of E&S Hume, Mackie Defences & theodicies <p>3.2 Theodicies & Solutions</p> <ul style="list-style-type: none"> Free-will defence Free-will theodicy Irenaeus Theodicy Process theodicy Strengths & weaknesses 	<p>3.2 Theodicies & Solutions</p> <ul style="list-style-type: none"> Free-will defence Free-will theodicy Irenaeus Theodicy Process theodicy Strengths & weaknesses <p>Exam Preparation</p> <ul style="list-style-type: none"> Revision techniques Skills Discussions 	<p>Anthology</p> <p>Mackie: Evil & Omnipotence</p> <p>Exam Feedback Ethics reflection</p>
	<p>Skills</p> <p>Teamwork Annotation Intro to AO1 skills Intro to critical thinking Intro to AO2 skills</p>	<p>Skills</p> <p>AO1 skills AO2 skills - evaluation and analysis Group work Collaboration</p>	<p>Skills</p> <p>Construction of philosophical arguments Debating skills AO1 and AO2 skills</p>	<p>Skills</p> <p>Further development of philosophical arguments AO1 and AO2 skills Annotation Inference</p>	<p>Skills</p> <p>Teamwork Annotation AO1 skills Critical thinking AO2 skills</p>	<p>Skills</p> <p>AO1 and AO2 Anthology clarification and utility Inference Research</p>
	<p>Assessment Opportunities</p>	<p>ASSESSMENT FORTNIGHT 1</p>	<p>ASSESSMENT TASK</p>	<p>ASSESSMENT TASK</p>	<p>ASSESSMENT FORTNIGHT 2</p>	<p>ASSESSMENT TASK</p>

<p>Wider Learning</p> 	<p>PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views</p> <p>CEIAG: Lawyer, Doctor, politics, Philosopher, Historian, International Relations, Journalist, teacher</p> <p>Enrichment: Philosophy Club, Interfaith Week</p>			<p>Cross Curricular: Science, History, Politics, Geography, English</p> <p>Literacy & Numeracy: Extended writing, annotation, research skills, analysing and interpreting anthologies, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis</p> <p>Diversity: Ethnicity, population demographics, inequality, differing religious views, gender</p>		
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Tolworth Girls' School Curriculum Map



Y12 Religious Studies (Ethics)




Unit 1: Significant Concepts, Issues, Debates in Religion & Ethics: 1.1 Environmental Ethics; 1.2 Equality

Unit 2: A study of 3 Ethical Theories: 2.1 Utilitarianism; 2.2 Situation Ethics with Anthology; 2.3 Natural Moral Law

Unit 3: Application of Ethical Theories to Important issues: 3.1 Sexual Ethics; 3.2 War & Peace

Y12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Level: Edexcel  3 Hours Per Fortnight  Brief Overview: By the end of Year 12 all students will have completed 3/6 units of the Ethics course. They will be developing all exam skills.	Introduction: Absolutism, relativism, normative, teleological, deontological 2.1 Utilitarianism <ul style="list-style-type: none"> Context Key features of Act, Rule, Preference Utilitarianism Strengths & Weaknesses with specific reference to modern day religious/non-religious society Bentham, Mill 	2.2 Situation Ethics <ul style="list-style-type: none"> Context Key features Strengths & Weaknesses with specific reference to modern day religious/non-religious society Robinson, Fletcher 2.2 Anthology Introduction <ul style="list-style-type: none"> William Barclay: Ethics in a Permissive Society 	2.2 Anthology of William Barclay: Ethics in a Permissive Society 1.1 Environmental Ethics <ul style="list-style-type: none"> Key religious and secular attitudes Assessing key issues within debates Lovelock, Naess 	2.3 Natural Moral Law <ul style="list-style-type: none"> Context Key features Strengths & Weaknesses with specific reference to modern day religious/non-religious society Aquinas, Hoose 1.2: Equality <ul style="list-style-type: none"> Key religious and secular attitudes Assessing key issues within debates 	1.2: Equality <ul style="list-style-type: none"> Key religious and secular attitudes Assessing key issues within debates A key figure within equality <ul style="list-style-type: none"> Exam Preparation Revision techniques Skills Discussions 	3:1 Sexual Ethics: <ul style="list-style-type: none"> Key religious and secular attitudes Assessing key issues within debates Vardy, Dominionian Exam Feedback Ethics reflection
	Skills Teamwork Annotation Intro to AO1 Intro to critical thinking Intro to AO2	Skills AO1 skills AO2 skills - evaluation and analysis Group work Collaboration	Skills Teamwork Annotation AO1 skills Critical thinking AO2 skills	Skills AO1 and AO2 skills Critical Thinking Application Inference	Skills Teamwork Annotation AO1 skills Critical thinking AO2 skills	Skills Teamwork Annotation AO1 skills Critical thinking AO2 skills
Assessment Opportunities	ASSESSMENT FORTNIGHT 1	ASSESSMENT TASK	ASSESSMENT TASK	ASSESSMENT FORTNIGHT 2	ASSESSMENT TASK	ASSESSMENT FORTNIGHT 3

Wider Learning 	<p>PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views</p> <p>CEIAG: Law, Medicine, Politics, Philosopher, International Relations, Journalist, teacher</p> <p>Enrichment: Philosophy Club,</p>	<p>Cross Curricular: Science, History, Politics, Geography, Sociology</p> <p>Literacy & Numeracy: Extended writing, annotation, research skills, analysing and interpreting anthologies, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis</p> <p>Diversity: Ethnicity, population demographics, inequality, differing religious views, gender</p>
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Tolworth Girls' School Curriculum Map



Y12 Religious Studies (Religion)




Unit 1 Religious Beliefs, Values & Teachings: 1.1 The Interpretation & Application of 6 Beliefs

Unit 2 Sources of Wisdom & Authority: 2.1 Life of Muhammad; 2.2 Hadith & Sunnah; 2.3 The Qur'an with Anthology

Unit 3: Practices that Shape & Express Identity: 3.1 5 Pillars as Submission & Identity

Y12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Level: Edexcel  3 Hours Per Fortnight  Brief Overview: By the end of Year 12 all students will have completed 3/6 units of the Islam course. They will be developing all exam skills.	1.1 The Interpretation & Application of 6 Beliefs Key features <ul style="list-style-type: none"> Tawhid Angels Holy books Prophets Day of judgement Predestination 6 Beliefs as basis of Islam & their connectedness 	1.1 The Interpretation & Application of 6 Beliefs <ul style="list-style-type: none"> The nature and existence of Allah Importance of 6 Beliefs both historically and culturally with reference to differences between Sunni & Shi'a Nasr, Chittick 	2.1 Life of Muhammad <ul style="list-style-type: none"> Religious, social & political context of early Islam Key events in the life of Muhammad Revelation event Assessing the significance of Muhammad Literature before Qur'an Muhammad as final messenger Armstrong, Ling 	2.2 Hadith & Sunnah <ul style="list-style-type: none"> Compilation Authority Significance for Muslim living 2.3 The Qur'an <ul style="list-style-type: none"> Key features of the Qur'an with Anthology reference Anthology <ul style="list-style-type: none"> The Qur'an Surah 1 & 2 	2.3 The Qur'an <ul style="list-style-type: none"> Qur'an as basis and SOWA for all Muslims The place of the Qur'an, Hadith in Shar'ah Law establishment with specific reference to halal and haram Nasr, Malik Exam Preparation <ul style="list-style-type: none"> Revision techniques Skills Discussions 	3.1 5 Pillars as Submission & Identity <ul style="list-style-type: none"> 5 Pillars as worship via submission to Allah Key features of each Similarities & differences in practice With reference to Sunni and Shia The role of intention Exam Feedback Islam reflection
	Skills Teamwork Annotation Intro to AO1 Intro to critical thinking Intro to AO2	Skills Teamwork Annotation skills AO1 skills Critical thinking AO2 skills	Skills Teamwork AO1 skills Critical thinking AO2 skills	Skills Teamwork Annotation AO1 skills Critical thinking AO2 skills	Skills Teamwork Annotation AO1 skills Critical thinking AO2 skills	Skills Teamwork Annotation AO1 skills Critical thinking AO2 skills
Assessment Opportunities	ASSESSMENT FORTNIGHT 1	ASSESSMENT TASK	ASSESSMENT TASK	ASSESSMENT FORTNIGHT 2	ASSESSMENT TASK	ASSESSMENT FORTNIGHT 3

Wider Learning 	PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views	Cross Curricular: Science, History, Politics, Geography, Sociology
	CEIAG: Law, Medicine, Politics, Philosopher, International Relations, Journalist, teacher Enrichment: Philosophy Club,	Literacy & Numeracy: Extended writing, annotation, research skills, analysing and interpreting anthologies, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis Diversity: Ethnicity, population demographics, inequality, differing religious



Tolworth Girls' School Curriculum Map

Y13 Religious Studies (Philosophy)






Unit 4 Religious Language: 4.1 Analogy & Symbol; 4.2 Verification & Falsification Debates; 4.3 Language Games

2 anthologies, Flew & Flew

Unit 5 Works of Scholars: 5.1 Critiques of Religious Belief; 5.2 Comparison: **Anthology**, Copleston & Russell

Unit 6 Influences of Developments of Religious Belief: 6.1 Different Views on Life After Death; 6.2 Points for Discussion; 6.3 Religion & Science Debates;

Islam Unit 6 Religion & Society: 6.1 challenges; 6.2 Gender & Islam

Y13	Autumn 1	Autumn 2	Spring 1	Spring 2 & Summer 2
A Level: Edexcel  3 Hours Per Fortnight  Brief Overview: By the end of Year 13 all students will have completed all components of the Religious Studies A-level and sat 3 x 2 hour public exams	4.1 Analogy & Symbol 4.2 Verification & Falsification Debates 4.3 Language Games 2 Anthologies <ul style="list-style-type: none"> Flew: p13-18 Flew p18-22 	5.1 Critiques of Religious Belief <ul style="list-style-type: none"> Critiques Alternative responses Westphal 5.2 Comparison of believers <ul style="list-style-type: none"> Anthology work on Copleston & Russell 	6.1 Views about Life After Death <ul style="list-style-type: none"> Reincarnation, resurrection, immortality, replica, rebirth 6.2 Points for Discussion <ul style="list-style-type: none"> Dualism & monism; Purpose, science, evidence & language 6.3 Religion & Science Debates <ul style="list-style-type: none"> Methodologies Creation themes Scientific cosmologies 	6.1 Challenges Different Islamic traditions' responses to migration, secularisation, contemporary Western world; Shari'ah Law and the modern world; secularisation, modesty and entertainment 6.2 Gender & Islam <ul style="list-style-type: none"> Gender Qur'an & Hadith contemporary challenges Anthology, Ahmed
	Skills Justification AO1 and AO2 skills Time management Exam question practice	Skills AO1 and AO2 skills Time management Exam question practice Clarification	Skills AO1 and AO2 skills Time management Exam question practice Responding to feedback	Skills Analysis Exam question practice Inference Making links
Assessment Opportunities	ASSESSMENT WEEK 1	ASSESSMENT WEEK 2	ASSESSMENT TASK	ASSESSMENT FORTNIGHT 3
Wider Learning 	PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views CEIAG: Lawyer, Doctor, politics, Philosopher, Historian, International Relations, Journalist, teacher Enrichment: Philosophy Club, Interfaith week Cross Curricular: Science, History, Politics, Geography, Sociology Literacy & Numeracy: Extended writing, annotation, research skills, analysing and interpreting anthologies, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis			Diversity: Ethnicity, population demographics, inequality, understanding differing religious views, gender



Tolworth Girls' School Curriculum Map

Y13 Religious Studies (Ethics)






Unit 3 Application of Ethical Theories to Issues of Importance: 3.1 War & Peace

Unit 4 Ethical Language: 4.1 Meta-Ethics; 4.2; The relationship between Morality & Religion

Unit 5 Deontology, Virtue Ethics & the Works of Scholars with 2 Anthologies, Kant & Aristotle

Unit 6 Medical Ethics: Beginning & Ending of Life Issues: 6.1 Issues in Medical Ethics Debates with Anthology, Michael Wilcockson

Y13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>A Level: Edexcel</p> <p> 3 Hours Per Fortnight</p> <p> Brief Overview: By the end of Year 13 all students will have completed all components of the Religious Studies A-level and sat 3 x 2 public papers</p>	<p>3.1 War & Peace</p> <ul style="list-style-type: none"> Religious issues; Just war Theory; Different forms & roles of pacifism Comparison & assessment of pacifism & JWT <p>6.1 Medical Ethics</p> <ul style="list-style-type: none"> Beginning and End of life debates - religious and secular responses Anthology: Michael Wilcockson 	<p>6.1 Medical Ethics</p> <ul style="list-style-type: none"> Beginning and End of life debates - religious and secular responses Anthology: Michael Wilcockson <p>4.1 Meta-Ethics</p> <ul style="list-style-type: none"> Cognitive & non-cognitive uses of language in its various forms Evaluation & assessment of ideas 	<p>5.1 Deontology</p> <ul style="list-style-type: none"> Influences Key features Contemporary application Evaluation & comparison with reference & compatibility to laws, social attitudes, religious approaches. With Anthology: Kant 	<p>5.1 Virtue Ethics</p> <ul style="list-style-type: none"> Influences Key features Contemporary application Evaluation & comparison with reference & compatibility to laws, social attitudes, religious approaches. With Anthology: Aristotle 	<p>4.2 Religion & morality</p> <ul style="list-style-type: none"> Key terms; Divine Command ethics; challenges from atheist perspectives moral arguments for the existence and non-existence of God
	<p>Skills</p> <p>Analysis, evaluation Time management Exam question practice Inference Making links</p>	<p>Skills</p> <p>Analysis Evaluation Inference Making links Summarising</p>	<p>Skills</p> <p>Analysis Evaluation Inference Making links Summarising</p>	<p>Skills</p> <p>Analysis Evaluation Inference Comparison</p>	<p>Skills</p> <p>Analysis Exam question practice Inference Making links</p>
<p>Assessment Opportunities</p>	<p>ASSESSMENT WEEK 1</p>	<p>ASSESSMENT WEEK 2</p>	<p>ASSESSMENT TASK</p>	<p>ASSESSMENT FORTNIGHT 3</p>	<p>ASSESSMENT TASK</p>
<p>Wider Learning</p> <p></p>	<p>PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views</p> <p>CEIAG: Lawyer, Doctor, politics, Philosopher, Historian, International Relations, Journalist, teacher</p> <p>Enrichment: Philosophy Club, Golden Week</p>			<p>Cross Curricular: Science, History, Politics, Geography, Sociology</p> <p>Literacy & Numeracy: Extended writing, annotation, research skills, analysing and interpreting anthologies, key vocabulary, constructing arguments and justified conclusions</p> <p>Diversity: Ethnicity, population demographics, inequality, understanding differing religious views, gender</p>	



Tolworth Girls' School Curriculum Map

Y13 Religious Studies (Religion)





Unit 3 Practices that Shape & Express Identity: 3.1 5 Pillars as Submission & Identity; 3.2 Ummah as expression of Identity

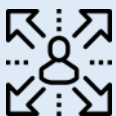
Unit 4 Social & Historical Developments: 4.1 Early Islam Sunni & Shi'a; 4.2 Rightly Guided Caliphs; 4.3 Husain's Martyrdom; 4.4 Sufism; 4.5 Islam & Science

Unit 5 Works of Scholars: Comparative study of Jihad **2 Anthologies**, Ramadan, Khadduri

Unit 6: Religion & Society: 6.1 Challenges of a Multi-faith, secular, pluralistic society; 6.2 Gender and Islam with **Anthology**, L Ahmed

Y13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>A Level: Edexcel</p>  <p>3 Hours Per Fortnight</p>  <p>Brief Overview:</p> <p><i>By the end of Year 13 students will have completed all components of the Religious Studies A-level and sat 3 x 2 public papers</i></p>	<p>3.1 5 Pillars as Submission & Identity</p> <ul style="list-style-type: none"> 5 Pillars as worship via submission to Allah Key features of each Similarities & differences in practice With reference to Sunni and Shia The role of intention <p>3.2 Ummah as expression of Identity</p> <ul style="list-style-type: none"> Early Islamic developments Modern developments Similarities & Differences 	<p>4.1 Early Islam Sunni & Shi'a</p> <p>4.2 Rightly Guided Caliphs</p> <p>4.3 Husain's Martyrdom</p> <p>4.4 Sufism</p> <p>4.5 Islam & Science</p>	<p>5.1 Works of Scholars</p> <ul style="list-style-type: none"> Jihad as a concept Tariq Ramadan Majid Khadduri 	<p>6.1 Challenges</p> <p>Different Islamic traditions' responses to migration, secularisation, contemporary Western world; Shari'ah Law and the modern world; secularisation, modesty and entertainment</p> <p>6.2 Gender & Islam</p> <ul style="list-style-type: none"> Gender Qur'an & Hadith contemporary challenges Anthology, Ahmed 	<p>6.1 Challenges</p> <p>Different Islamic traditions' responses to migration, secularisation, contemporary Western world; Shari'ah Law and the modern world; secularisation, modesty and entertainment</p> <p>6.2 Gender & Islam</p> <ul style="list-style-type: none"> Gender Qur'an & Hadith contemporary challenges Anthology, Ahmed
	<p>Skills</p> <p>Analysis, evaluation Exam question practice Inference Making links</p>	<p>Skills</p> <p>Analysis Evaluation Inference Making links</p>	<p>Skills</p> <p>Analysis Evaluation Inference Making links</p>	<p>Skills</p> <p>Analysis Evaluation Inference</p>	<p>Skills</p> <p>Analysis Exam question practice Inference Making links</p>
<p>Assessment Opportunities</p>	<p>ASSESSMENT WEEK 1</p>	<p>ASSESSMENT WEEK 2</p>	<p>ASSESSMENT TASK</p>	<p>ASSESSMENT FORTNIGHT 3</p>	<p>ASSESSMENT TASK</p>

Wider Learning



PSHE: Diversity, problem-solving, religious/non-religious viewpoints, political concepts, historical versus modern events and views

CEIAG: Lawyer, Doctor, politics, Philosopher, Historian, International Relations, Journalist, teacher

Enrichment: Philosophy Club, Interfaith week

Cross Curricular: Science, History, Politics, Geography, Sociology

Diversity: Ethnicity, population demographics, inequality, understanding differing religious views, gender

Literacy & Numeracy: Extended writing, annotation, research skills, analysing and interpreting anthologies, key vocabulary, constructing arguments and justified conclusions, demographic data and statistics, timelines and chronological data and analysis