



Curriculum Map 2025-2026

Mission Statement: The Religion, Self and Society department is committed to the Personal Development of all Sheringham High School students. By embedding Religious Education, Critical Thinking and Citizenship into our curriculum offer we take a holistic approach to our students' Spiritual, Moral, Social and Cultural Development and equipping them with the Cultural Capital necessary for them to grow into responsible, respectful, active citizens who can contribute positively to society, appreciate diversity and celebrate our common humanity whilst respecting the protected characteristics of individuals and our responsibility as stewards of the natural world.

The Religion, Self and Society department also takes the lead role in the planning and delivery of Relationships and Sex Education ensuring that one RSE unit of work is delivered to each year group, by a small but dedicated team of staff, in a spiral curriculum that builds upon prior knowledge and responds to the increasing complexities of challenge faced by our students as they mature into young adulthood. This serves as a comprehensive foundation for SRE which is complimented and consolidated by links to RSE in the wider school curriculum with the support of outside agencies and promotes the confidence and independence of our students and their ability to stay physically and mentally healthy.

Please Note: Religious Studies, Self and Society Schemes of work are currently under review and may be subject to change throughout the academic year.

TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p>Content: Why should we look after the world? A consideration of religious perspectives on the challenges facing our environment and religious responses to them. PD: to recognise changing historical attitudes to humanities relationship to the natural world and their impact on environmental activism</p> <p>Who and How do I want to be? Reflections on personal identity, beliefs and</p>	<p>Content: Can we prove the existence of God? What is Philosophy of Religion? Is God the Designer of the Universe? The cosmological argument. How can our decisions be influenced? Do miracles only exist if witnessed? Can religious experiences prove the existence of God Does God have control over all evil? PD: Students engage with and reflect upon timeless philosophical questions,</p>	<p>Content: Religion and the Modern world: The Year 9 Philosophy and Ethics Curriculum aims to consolidate the skills (PEEL paragraphs, evidence, balance argument and evaluation) to prepare students for the full range of GCSE questions in the context of Global Issues of 'Peace and Conflict' and Wealth and Poverty' Religion, Peace and Conflict. Origins of conflict in Northern Ireland and the</p>	<p>Core Self and Society: In years 10 and 11 all students have one lesson per fortnight to engage in debate, reflection, discussion and creativity to meet their statutory requirement for Careers Education, Relationships and Sex Education, Religious Education and Citizenship.</p> <p>Careers: Students reflect on their personal career journey with a spiral curriculum that that develops and builds on their knowledge</p>	<p>Core Self and Society: In years 10 and 11 all students have one lesson per fortnight to engage in debate, reflection, discussion and creativity to meet their statutory requirement for Careers Education, Relationships and Sex Education, Religious Education and Citizenship.</p> <p>Careers: Students reflect on their personal career journey with a spiral curriculum that that develops and</p>

	<p>morals. Students consider how they best learn, how they interact with others and how the habits and behaviours they imbed now can help them prepare for the future.</p> <p>PD: Students develop self-awareness and reflect on traits and behaviours that can have positive and negative impacts on the progress they make towards their chosen goals. Students reflect on their personal strengths in relation to potential careers, ambition and fulfilment.</p> <p>Careers: Students reflect on their personal career journey with a spiral curriculum that that develops and builds on their knowledge of themselves and the employment market from years 7 to 11. Lessons in year 7 include:</p> <ul style="list-style-type: none"> • Who am I? • Exploring possibilities: Dream Jobs • What is a career? • What is an entrepreneur? • What is a work-life balance? 	<p>engage in debate and critique the arguments of some the world's most prominent thinkers.</p> <p>Careers: Students reflect on their personal career journey with a spiral curriculum that that develops and builds on their knowledge of themselves and the employment market from years 7 to 11. Lessons in year 8 include:</p> <ul style="list-style-type: none"> • What are my interests? • Job Applications: Superhero CVs. • Challenges and rewards of work • Creating the life you want: Making a vision board • What does success mean to me? • Careers and the climate. <p>PD: evaluating practical skills ('hard' and 'soft') for the workplace. Students identify their own strengths and areas for development, reflect upon their aspirations and plan steps to achieving them</p>	<p>Middle East. Introduction to the costs of war. Introduction to Just War Theory and its use the evaluation of choices engage in recent conflicts. Christian and Muslim Attitudes to war including consideration of Pacifism as well as greater and lesser Jihad. Forgiveness and reconciliation. The aims of punishment and evaluation of Justice.</p> <p>Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p> <p>PD: Cultural capital is developed through the examination of real-world case studies of ongoing conflicts and the evaluation of various causal factors</p> <p>Key Questions: To what extent is religion a 'causal' factor in global conflicts? What is Just War Theory? What is Pacifism? What is Jihad?</p> <p>Careers:</p> <ul style="list-style-type: none"> • What are my skills? 	<p>of themselves and the employment market from years 7 to 11. Lessons in year 8 include:</p> <ul style="list-style-type: none"> • Reflecting on my Career Journey, Past Present and Future. • Exploring employer profiles. • What type of career is best for me. • Preparing to go on work experience. • Wellbeing in the workplace. • In person, hybrid, remote. What works best? • Using the interests Profile. • Using the personality profile. • Using the work environments profile. • Using the skills profile part one: skill quiz. • Using the skills profile part two: skills test. • 14-16 Reflecting on your Psychometric tests. 	<p>builds on their knowledge of themselves and the employment market from years 7 to 11. Lessons in year 8 include:</p> <ul style="list-style-type: none"> • What are my employability skills? • Post-16 Choices, Choices. • Research, Volunteering and Paid work. • Money Talks: Apprenticeships Vs Higher Education. • Is AI a threat to our Jobs.
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	<ul style="list-style-type: none"> Careers and the future. 		<ul style="list-style-type: none"> What come safter school? The main learning pathways. Decision making: Choosing what to study at KS4. Taking control of your career journey. Working and Earning: Managing your money. What is the Labour Market and why is it important? <p>Students reflect on their personal career journey with a spiral curriculum that that develops and builds on their knowledge of themselves and the employment market from years 7 to 11. Lessons in year 9 include:</p> <p>PD: Students use the Unifrog and 'Help You Choose' platforms to research careers and enterprise opportunites use this knowledge to help inform their option choices.</p>	<p>Relationships and Sex Education: Body Image and the Media, Gender Identity, Gender Expression and Sexuality. Healthy relationships. Contraception (and when contraception fails). The aim of this unit is to ensure that all students feel: Ready to make informed choices about their own mental, physical and emotional wellbeing. Respectful of the needs and rights of others. Safe and confident in their ability to find and access help and advice if necessary.</p> <p>PD: students reflect on the impact of the media on mental health, gender identity. Keeping themselves safe with contraception and accessing sexual health services when necessary</p>	
SPRING	How do Buddhists respond to the problem of Suffering? An introduction to Buddhism including reflection on the life of Siddhartha, the middle way, the Four	The problem of Evil: The issues of Rights and responsibilities is introduced with an examination of religious reflections of the problem of evil and suffering and	Relationships and Sex Education: Self-esteem and Relationships, Media Messages and Body Image, Consent and contraception		Relationships and Sex Education: The impact of sex in the media, Managing unhealthy behaviour in relationships. Consent and coercion, Pregnancy

	<p>Noble Truths, the eightfold path, meditation, Buddhist ethics and practices. PD: To recognise the benefits of moral codes on pro-social behaviour, mental health and wellbeing. To identify similarities and difference between Eastern and Western beliefs systems, celebrate diversity and common humanity</p> <p>RSE: module, examines Healthy Relationships and what constitutes bullying in its various forms. Use of acceptable terms related to sex, gender and sexuality. PD: The aim of this unit is to ensure that students are: Ready for the personal and social expectations of high school.</p> <p>Respectful of themselves and others (particularly with regard to difference).</p> <p>Safe (confident in their knowledge of how to access help and support.)</p>	<p>its implications for the existence of God within the context of Christianity, Islam and Hinduism. Students consider ‘injustices’ from a religious perspective and reflect on Theodicies including the free will defence to discuss whether responsibility for lies with humanity or God. PD: to recognise controversy within the faith debate evaluate the qualities of a ‘convincing’ philosophical argument. Key questions: Why is there suffering? What implications does human suffering have on belief in God? Do humans have ‘free will’? What makes a strong argument? What is a ‘balanced’ argument?</p> <p>RSE in Year 8 Covers: Diversity in Gender and Sexuality, Romantic and Sexual Relationships, Marriage and the Law, Sexting and Peer Support. What are my goals in life and what do I have to do to achieve them?</p>	<p>Accessing help and support. This unit provides the foundation of empathy upon which students can develop and more mature, complex understanding of what it means to be Ready, Respectful and Safe. PD: Students learn the importance of consent as an integral part of a healthy relationship. Including their responsibility to obtain consent before engaging in sexual activity and being confident in their right to withhold or withdraw consent with special reference to grooming and healthy relationships.</p>	<p>and parenthood. . The aim of this unit is to ensure that all students feel: Ready to make informed choices about their own mental, physical and emotional wellbeing. Respectful of the needs and rights of others. Safe and confident in their ability to find and access help and advice if necessary.</p> <p>PD: Building on prior learning, students identify the pressures of unhealthy behaviour or unplanned pregnancy and use this knowledge to reflect on the value of making informed personal choices regarding their own well-being and the well-being of others and discuss how and when to access support services available to them</p>
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		PD: students have the opportunity to reflect upon the nature of a healthy relationship, ask questions about diversity, gender, sexuality and how to safeguard their own well-being in a safe, supportive environment			
SUMMER	<p>RS/ Citizenship We have more in common than that which divides us: Students consider things that humans have in common and reflect upon our common humanity. They then contrast this with concepts that have divided humans historically with reference to Race, Gender, Ability, Sexual Orientation, Nationality and Religious identity as well as examples of efforts to build bridges of belonging, cooperation and unity.</p> <p>PD: To recognise example of prejudice and discrimination in the widest sense, including racism, ableism, sexism and LGBTQ+ concerns. Students reflect on common humanity and celebrate diversity.</p> <p>Religious Journeys:</p>	<p>Spirited Arts: Students engage in the NATRE Spirited Arts competition for young artists and writers to explore creativity and faith through artistic expression. Those demonstrating the best effort will be entered into the national spirited arts competition. Themes include: Animals and Spirituality. Animals and Science. Animals and the world of work. Animals in art and intro to Spirited Arts.</p> <p>PD: Students have the opportunity to express a range of spiritual, religious and ethical perspectives through the medium of art, poetry or music and engage in a national event.</p> <p>Why do we need</p>	<p>Religion, wealth and poverty. Relative and absolute poverty. Causes of poverty. Fair trade. Religious responses to global poverty. World debt and global finances. Occupational morality. Exploitation (with specific reference to modern slavery, grooming and County Lines. Homelessness. Salvation army, Tear fund, Christian Aid.</p> <p>Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p> <p>PD: An evaluation of the impact of belief on pro-social behaviour. Students plan and propose their own solutions or awareness campaigns, highlighting the issues</p>	<p>Rights and Responsibilities: Prejudice and Discrimination, Issues of Wealth and Poverty: censorship, discrimination, extremism, human rights, personal conviction, prejudice, relative and absolute poverty, social justice.</p> <p>Skills: Constructing balanced arguments on modern ethical topics, including various views. Empathy and emotional skills.</p> <p>PD: students examine real world case studies of censorship, personal conviction and discuss them in the context of religious and non-religious attitudes with specific reference to the norms and laws of a given society and Christian love (agape). This unit links directly to</p>	<p>Content: Issues of Life and Death. The World, The Origin and Value of Human Life, Afterlife: environmental sustainability euthanasia, evolution, abortion, quality of life, sanctity of life, soul, beliefs about Death and the Afterlife. Skills: Constructing balanced arguments on modern ethical topics, including various views. Empathy and emotional skills.</p> <p>PD: students examine real world case studies of abortion, euthanasia and environmental sustainability and discuss them in the context of religious and non-religious attitudes with specific reference to the 'sanctity' vs the 'quality' of life.</p> <p>Key Questions: Do humans have an immortal soul? When does 'life' begin?</p>

	<p>Students consider why are some journeys are special with a focus on religious pilgrimages including the Camino De Santiago, Hajj and Kumbh Mela.</p> <p>PD: Students reflect on the diversity and commonality of different religious traditions and the benefits of dedications, resilience and goal setting.</p>	<p>government?</p> <p>Students will learn about Political Philosophy considering what the ideal form governance is. They will critically assess the ideas of philosophers from Ancient Greece through to the enlightenment considering the impact of their ideas on society. Some groups will have the opportunity to plan their own group party political campaign and participate in a mock election.</p> <p>PD: Students will consider their role as citizens, what rights we should have and why they should be protected.</p> <p>Key Questions:</p> <p>What is government? Why are governments needed? What makes a government legitimate? What rights and freedoms should a government protect? What duties do citizens owe to a legitimate government, if any? When may a government be legitimately</p>	<p>associated with, homelessness, county lines and modern slavery.</p> <p>Key Questions:</p> <p>Who is responsible for poverty? What does the bible say about Wealth and Poverty? Is there such a thing as a 'moral' or 'immoral' job?</p>	<p>British values with reference to the 'Rule of Law' Democracy, Activism and the responsibility to hold power to account.</p> <p>Key Questions:</p> <p>How do religious people support human rights? Should people always be allowed to express their views? Should you always stand up for what you believe in? Are some types of poverty worse than others?</p>	<p>Should we be able to ask someone to help us die? Are the lives of people more important than the lives of animals?</p>
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**GCSE
Religious
Studies**

Autumn

The WJEC Eduqas GCSE in Religious Studies:

- develops learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- develops learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Year 10 Content:

Christianity Beliefs: The nature of God, Creation, Jesus Christ Salvation, The Afterlife. Forms of Worship: Sacraments Pilgrimage and Celebration. Christianity in Britain and the Church in the Local Community The Worldwide Church

Skills: Philosophical enquiry, extended writing skills, generating balanced arguments.

PD: Students draw on and knowledge and skills gained in KS3 to examine the core beliefs and practices of Britain's dominant faith with specific reference to the impact of Christianity of 'Fundamental British Values'

Key Questions:

What is 'monotheism'?

What is the trinity?

What is the nature of God?

What is 'Sin'?

What is 'Salvation'?

Christianity Practices

The nature of God Creation Jesus Christ Salvation The Afterlife. Forms of Worship: Sacraments Pilgrimage and Celebration. Christianity in Britain and the Church in the Local Community The Worldwide Church

Skills: Philosophical inquiry, extended writing skills, generating balanced arguments.

Summer	<p>Key Questions:</p> <p>How do religious people support human rights? Should people always be allowed to express their views? Should you always stand up for what you believe in? Are some types of poverty worse than others?</p> <p>Issues of Life and Death. The World, The Origin and Value of Human Life, Afterlife: environmental sustainability euthanasia, evolution, abortion, quality of life, sanctity of life, soul, beliefs about Death and the Afterlife.</p> <p>Skills: Constructing balanced arguments on modern ethical topics, including various views. Empathy and emotional skills.</p> <p>PD: students examine real world case studies of abortion, euthanasia and environmental sustainability and discuss them in the context of religious and non-religious attitudes with specific reference to the ‘sanctity’ vs the ‘quality’ of life.</p> <p>Key Questions:</p> <p>Do humans have an immortal soul? When does ‘life’ begin? Should we be able to ask someone to help us die? Are the lives of people more important than the lives of animals?</p>
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