**Religious Studies Curriculum Intent**

Religious Studies aims to broaden a student’s knowledge and understanding of social, moral and religious beliefs and values through the study of the major world religions and the philosophy of religion. Students will learn about the distinct features and traditions of different faith groups, as well as the corollary nature of both the dharmic and Abrahamic religions.

RS provokes challenging questions and students are encouraged to think critically about the ultimate meaning and purpose of life, beliefs about God, and issues of right and wrong. Students develop a religious literacy which equips them with the skills they need to have meaningful discussion about the issues which impact our society today – considering both religious and secular views.

Through effective assessment and feedback students are empowered to improve their learning and thereby gain a greater understanding of beliefs, values and traditions which not only influence and shape their own identities, but the influence this has on the wider world.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 - Christianity: Beliefs | HT2 -  Christianity: Beliefs  Christianity: Practices | HT3 -  Christianity: Practices  Islam: Beliefs | HT4 -  Islam: Beliefs  Islam: Practices | HT5 - Islam: Practices | HT6 - Theme A – Relationships and Families |
| **Year 10** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * The Nature of God. * God as omnipotent, loving and just. * Oneness of God and the Trinity. * Incarnation and Jesus, Son of God. * The Crucifixion and Resurrection. * Afterlife and Judgement. * Heaven and Hell.     **Skills Developed**   * Understand and use key terms confidently * Ability to understand Christian core beliefs * To apply religious sources of authority to support religious beliefs and teachings. * To be able to explain why Christians hold certain beliefs using sources of authority to support their answers. * To be able to evaluate religious questions / statements and give reasoned arguments to support more than one point of view in a balanced essay with a justified conclusion. | **Core Content and knowledge**   * Sin and Salvation. * The role of Christ in Salvation. * Worship. * Prayer. * Sacraments: Baptism & Holy Communion. * Celebrating Holy Communion. * Pilgrimage. * Festivals: Easter & Christmas. * Church in the Local Community: Food banks & Street pastors. * Mission & Evangelism. * **Skills Developed** * Understand and use key terms confidently * Ability to understand Christian core beliefs and practices. * To explain how Christian beliefs are expressed through worship and other practices. * To apply religious sources of authority to support religious beliefs and teachings. * To be able to explain why Christians hold certain beliefs using sources of authority to support their answers. * To be able to evaluate religious questions / statements and give reasoned arguments to support more than one point of view in a balanced essay with a justified conclusion. | **Core Content and knowledge**   * Church growth. * Importance of the Worldwide Church. * Christian persecution. * Christian responses to Poverty. * Tawhid: Oneness of God and supremacy of God’s will. * Key beliefs of Sunni and Shi’a Islam. * The nature of God. * Angels. * **Skills Developed** * Understand and use key terms confidently * Ability to understand Christian/Muslim core beliefs and practices. * To explain how Christian/Muslim beliefs are expressed through worship and other practices. * To apply religious sources of authority to support religious beliefs and teachings. * To be able to explain why Christians/ Muslims hold certain beliefs using sources of authority to support their answers. * To be able to evaluate religious questions / statements and give reasoned arguments to support more than one point of view in a balanced essay with a justified conclusion. | **Core Content and knowledge**   * Predestination. * Life after death. * Prophethood and Adam. * Ibrahim. * Muhammad and the Imamate. * Holy books in Islam. * The Five Pillars, Ten Obligatory Acts and the Shahadah. * **Skills Developed** * Understand and use key terms confidently * Ability to understand Christian/Muslim core beliefs and practices. * To explain how Christian/Muslim beliefs are expressed through worship and other practices. * To apply religious sources of authority to support religious beliefs and teachings. * To be able to explain why Christians/ Muslims hold certain beliefs using sources of authority to support their answers. * To be able to evaluate religious questions / statements and give reasoned arguments to support more than one point of view in a balanced essay with a justified conclusion. | **Core Content and knowledge**    * Salah: The daily prayers. * Sawm- Fasting. * Zakah – Almsgiving. * Hajj: Pilgrimage – Origins and significance * Hajj: Pilgrimage – how it is performed. * Jihad. * Festivals of Eid-ul-Fitr & Eid-ul-Adha. * Festival of Ashura. * **Skills Developed** * Understand and use key terms confidently * Ability to understand Muslim practices. * To explain how Muslim beliefs are expressed through worship and other practices. * To apply religious sources of authority to support religious beliefs and teachings. * To be able to explain why Muslims hold certain beliefs using sources of authority to support their answers. * To be able to evaluate religious questions / statements and give reasoned arguments to support more than one point of view in a balanced essay with a justified conclusion. | **Core Content and knowledge**   * Human Sexuality. * Sexual relationships before and outside of marriage. * Contraception and family planning. * Marriage * Divorce and remarriage * The nature of families. * The purpose of families. * Religious attitudes to gender equality.   **Skills Developed**   * Key terms * Ability to describe religious (Christian and Muslim) attitudes to the issues studied * Ability to explain the importance of religious beliefs and teachings in relation to the issues studied. * Describe secular attitudes to the issues studied. * To apply religious sources of authority to support religious beliefs and teachings. * To evaluate religious and secular attitudes to the issues studied giving different points of views. * To be able to make reasoned judgments about the religious and secular arguments presented. |
| Extra-curricular opportunities |  | | | | | |
| Ways the Y10 curriculum goes beyond the national curriculum |  | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | Christian concepts of God, what the Bible is and how it is used. | Existence of various Christian denominations,  How Christmas and Easter are typically celebrated. | Some world geography, general knowledge of examples of conflicts such as Northern Ireland troubles, knowledge of the work of charities and NGOs | Literacy Skills.  Knowledge of Adam /Abraham from prior learning in KS3 is helpful | Literacy Skills.  Some world geography and current affairs knowledge. | Christian / Muslim beliefs about God and humans. Understanding of the importance of sacred texts (Bible/Quran). Contemporary British social attitudes and expectations to relationships. |
| Assessment |  |  |  |  |  |  |
| Points when this knowledge/these skills will be revisited |  | | | | | |
| Skills revisited regularly at each stage of the course. | Skills revisited regularly at each stage of the course. | Skills revisited regularly at each stage of the course. | Skills revisited regularly at each stage of the course. | Skills revisited regularly at each stage of the course. | Skills revisited regularly at each stage of the course. |
| **EMPOWERING** | Key vocabulary | * Catholic * Orthodox * Protestant * Denomination * God * Monotheistic * Holy * Omnipotent * Benevolent * Justice * Trinity * Holy spirit * Son of God * Creation * The Word * Incarnation * Resurrection * Blasphemy * Crucifixion * Ascension * Heaven * Afterlife * Day of Judgement * Hell * Purgatory * Satan | * Sin * Original sin * Salvation * Grace * Forgiveness * Atonement * Mass * Worship * Liturgical worship * Non-Liturgical worship * Informal worship * Private worship * Prayer * Set prayers * Informal prayer * Nonconformist * The Lord’s prayer * Sacraments * Baptism * Believer’s baptism * Infant baptism * Holy communion * Eucharist * Pilgrimage * Festival * Christmas * Easter | * Church * Agape * Mission * The Great Commission * Missionary * Evangelism * Reconciliation * Persecution * Muslim * Islam * Allah * Tawhid * Monotheistic * Supremacy * Quran * Sunnah * Sunni * Shi’a * Immanent * Transcendent * Omnipotent * Beneficent * Merciful * Fairness * Justice (Adalat) * Angels * Jibril * Mikail | * Predestination * Akhirah * Prophet * Risalah * Prophethood * Iblis (Satan) * Ka’ba * Id-ul-adha * Hajj * Caliph * Imam * Imamate * Torah * Pslsms * Gospel * Scrolls of Abraham * The Five Pillars * The Ten Obligatory Acts * Shahadah | * Salah * Wudu * Mihrab * Qiblah wall * Rakah * Recitation * Prostration * Jummah prayer * Ramadan * Fasting * The Night of Power * Zakah * Sadaqah * Khums * Pilgrimage * Hajj * Hajji * Jihad * Greater jihad * Lesser jihad * Holy war * Id-ul-fitr * Day of Ashura | * Human sexuality * Heterosexual * Homosexual * Sex before marriage * Adultery * Sex outside of marriage * Contraception * Marriage * Civil partnership * Same-sex marriage * Cohabitation * Divorce * Remarriage * Annulment * Family * Nuclear family * Stepfamily * Extended family * Polygamy * Bigamy * Same-sex parents * Procreation * Stability * Protection of children * Educating children in the faith * Gender equality * Gender prejudice * Sexual stereotyping * Gender discrimination |
| Opportunities to engage with different cultures/perspectives/voices | Christian Beliefs and practices look at the Worldwide church, Christians in different cultural and geographic contexts; different denominations provide different perspectives. Islam beliefs and practices look at how Muslims around the world worship, reasons for their beliefs. Resources used reflect male / female perspectives, voices of believers of all ethnicities. | | | | | |
| Relevance to real world and careers | Understanding religious faith and it’s influences on actions and beliefs of people informs many careers such as: Law, medicine, journalism, business, education, politics, economics etc. Skills of debate, discussion and creating a balanced argument are useful in many careers and university degrees.  Students have the chance to consider and reflect on their own moral and religious beliefs, and how their own behaviour and treatment of others can be informed by the examples from the religions studied. Supports Fundamental British Value of Mutual respect and tolerance of those with different religious beliefs. | | | | | |
| **CHALLENGING** | Homework |  |  |  |  |  |  |
| Super curricular recommendations | * BBC Radio 4 ‘Beyond Belief’ podcast * Watch **‘**A.J. Jacobs: My year of living biblically’. * Read Introducing Islamby Ziauddin Sardar and Zafar Abbas Malik * Listen to the following Ted Talk ‘What I saw in the war’by Janine di Giovanni | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 - Theme B: Religion and Life issues | HT2 – Theme C: Existence of God and Revelations | HT3 – Theme D: Peace and Conflict | HT4 – revision | HT5 – Revision and public exams | HT6 – N/A |
| **Year 11** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * The origins of the universe * The value of the world * The use and abuse of the environment * Pollution * The use and abuse of animals * The origins of human life * Abortion * Euthanasia * Death and the afterlife   **Skills Developed**   * Key terms * Ability to describe religious (Christian and Muslim) attitudes to the issues studied * Ability to explain the importance of religious beliefs and teachings in relation to the issues studied. * Describe secular attitudes to the issues studied. * To apply religious sources of authority to support religious beliefs and teachings. * To evaluate religious and secular attitudes to the issues studied giving different points of views. * To be able to make reasoned judgments about the religious and secular arguments presented. | **Core Content and knowledge**   * The design argument * The first cause argument * Miracles * Arguments against the existence of God * Special revelation and enlightenment * General revelation * Different ideas about the divine * The value of revelation and enlightenment   **Skills Developed**   * Key terms * Ability to describe religious (Christian and Muslim) attitudes to the issues studied * Ability to explain the importance of religious beliefs and teachings in relation to the issues studied. * Describe secular attitudes to the issues studied. * To apply religious sources of authority to support religious beliefs and teachings. * To evaluate religious and secular attitudes to the issues studied giving different points of views. * To be able to make reasoned judgments about the religious and secular arguments presented. | **Core Content and knowledge**   * Violent protest and terrorism * Reasons for war * Nuclear weapons and WMD * The Just War theory * Holy war and religion as a cause of violence * Pacifism and peace-making * Religious responses to victims of war   **Skills Developed**   * Key terms * Ability to describe religious (Christian and Muslim) attitudes to the issues studied * Ability to explain the importance of religious beliefs and teachings in relation to the issues studied. * Describe secular attitudes to the issues studied. * To apply religious sources of authority to support religious beliefs and teachings. * To evaluate religious and secular attitudes to the issues studied giving different points of views. * To be able to make reasoned judgments about the religious and secular arguments presented. | **Core Content and knowledge**   * Memory recall activities such as Bingo/Taboo/Kahoot * retrieval practice such as Low stakes quizzes * Timed exam questions * Use of revision booklets * On-going revision tasks on Seneca     **Skills Developed**   * Application of knowledge and understanding to exam questions * Knowing how to answer each type of exam question. | **Core Content and knowledge**   * Memory recall activities such as Bingo/Taboo/Kahoot * retrieval practice such as Low stakes quizzes * Timed exam questions * Use of revision booklets * On-going revision tasks on Seneca     **Skills Developed**   * Application of knowledge and understanding to exam questions * Knowing how to answer each type of exam question. |  |
| Extra-curricular opportunities |  | | | | | |
| Ways the Y11 curriculum goes beyond the national curriculum |  | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | * Religious (Christian and Muslim) beliefs about the afterlife * The theory of evolution * The Big Bang theory * Knowledge of environmental issues/sustainability from KS3 Geography would be helpful | * The Genesis creation account * Concept of enlightenment from KS3 Buddhism would be helpful | * Some understanding of concepts such as violence and war from KS3 Humanities/PSHCE would be helpful. * Knowledge of historical/current conflicts going on in the world would be helpful |  |  |  |
| Assessment |  |  |  |  |  |  |
| Points when this knowledge/these skills will be revisited |  | | | | | |
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| **EMPOWERING** | Key vocabulary | * Universe * Fundamentalists * Liberals * Wonder * Awe * Responsibility * Stewardship * Dominion * Environment * Natural resources * Abuse * Sustainable development * Non-renewable resources * Deforestation * Renewable energy * Pollution * Vegetarian * Vegan * Evolution * Adaptation * Sanctity of life * Quality of life * Euthanasia * Eternity | - Theist   * Design argument * Atheist * Agnostic * First cause argument * Creation * Miracle * Proof * Faith * Evil * Suffering * Ultimate reality * The divine * Special revelation * Vision * Enlightenment * General revelation * Nature | * War * Peace * Justice * Forgiveness * Reconciliation * Protest * Violence * Terrorism * Greed * Self-defence * Retaliation * Nuclear weapons * Weapons of mass destruction * Chemical weapons * Biological weapons * Just war * Holy war * Pacifism * Peacemaker * Peacemaking |  |  |  |
| Opportunities to engage with different cultures/perspectives/voices |  | | | | | |
| Relevance to real world and careers | Understanding religious faith and it’s influences on actions and beliefs of people informs many careers such as: Law, medicine, journalism, business, education, politics, economics etc. Skills of debate, discussion and creating a balanced argument are useful in many careers and university degrees.  Students have the chance to consider and reflect on their own moral and religious beliefs, and how their own behaviour and treatment of others can be informed by the examples from the religions studied. Supports Fundamental British Values of Democracy, Rule of law, individual liberty and Mutual respect and tolerance of those with different religious beliefs. | | | | | |
| **CHALLENGING** | Homework |  |  |  |  |  |  |
| Super curricular recommendations | * BBC Radio 4 ‘Beyond Belief’ podcast * Watch **‘**A.J. Jacobs: My year of living biblically’. * Read Introducing Islamby Ziauddin Sardar and Zafar Abbas Malik * Listen to the following Ted Talk ‘What I saw in the war’by Janine di Giovanni | | | | | |