

KS4 Curriculum Overview

Religious Studies

Curriculum Intent

The Religious Studies KS4 curriculum inspires students to engage with contemporary religious, social, moral, and political questions through the study of philosophy and ethics. The department follows the Cambridge Agree Syllabus and its requirement to help students develop their understanding and knowledge of religious, teachings, beliefs, and practices, alongside spiritual insights, and secular world views. The curriculum plays an important part in preparing young people for life in modern Britain. The study of religion and belief is of increasing significance as globalisation has created greater links and migration between societies of different faiths and cultures. By the end of Year 10, students will be able to talk with fluency and understanding about religion and belief.

How does the KS3 curriculum build on that from KS2?

Students are introduced to the six main world religions (Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism) and humanism in varying depth at Key Stage 1 and Key Stage 2. The Key Stage 3 curriculum ensures that students develop their knowledge and understanding of religious teachings, beliefs, and practices, alongside a range of secular viewpoints. The KS4 curriculum explores philosophy and ethics in depth introducing important moral questions and contemporary debates. The curriculum honours the diverse nature of secular, philosophical, and religious beliefs, allowing students to explore worldviews and belief systems which are reflected/present in their local communities. Students formulate and express their own worldview and apply this to their everyday life.

What do students *do* with this knowledge or these skills?

Students develop in depth knowledge of religious and secular belief systems and apply these to complex moral problems formulating and expressing their own opinions while listening to and respecting the opinions of others. They explore 'Big Questions,' such as 'Did God create the Universe?' and 'Is there a life after death?' This process allows students to shape their own worldviews and to recognise the importance of equality, respect, and diversity.

How does the KS3 curriculum align to the National Curriculum?

Our curriculum follows the AQA Exam Board Religious Studies Specification A.

Term	Year 10 GCSE	Year 11 GCSE	Year 10 CORE RE
Autumn	<p><u>Christianity: Teachings and Beliefs</u></p> <p>Unit 1: The Nature of God and the life of Jesus. (Beliefs) The nature of God. The life of Jesus.</p> <p>Unit 2: Sin and Salvation. (Beliefs) The nature and origin of sin. The role of Christ in salvation. Judgement day and God as the judge. Life after death, the soul, Heaven, and Hell.</p> <p><i>End of Unit Test and Revision.</i></p> <p><u>Christianity: Religious Practices</u></p> <p>Unit 3: Worship and Pilgrimage. Liturgical and non-liturgical worship. Public and private prayer. Praying with an Icon and a Rosary. The events of pilgrimage to Lourdes and Iona. The influences and importance of pilgrimage.</p> <p>Unit 4: Festivals. Christmas: The events of the Christmas celebration, their symbolism, and importance. Easter: The events of the Easter Celebration, their symbolism, and importance.</p> <p><i>End of Unit Test and Revision.</i></p>	<p><u>Thematic Studies</u></p> <p>Unit 1: Religion and Life. Christian and scientific theories for the creation of the universe and all life on Earth. The value of the Earth including Christian teachings of stewardship and dominion. The use and abuse of natural resources including, animals, pollution, and recycling. Issues of life and death including: The sanctity of life, abortion, and euthanasia.</p> <p><i>End of Unit Test and Revision.</i></p> <p>Unit 2: Religion, Peace, and Conflict. Religious attitudes towards; Peace, Justice, Forgiveness, and Reconciliation. Violent protest and terrorism. Pacifism and peace making. Holy War and Just War Theory. Chemical and biological weapons. Christian responses to Victims of War.</p> <p><i>End of Unit Test and Revision.</i></p>	<p>Unit 1: Festivals and celebrations Rosh Hashanah: Celebrating new beginnings. The practices of Rosh Hashanah. Harvest Festival: Gratitude and thanksgiving. The Christian ideas of stewardship and dominion.</p> <p>Unit 2: Wealth and Poverty. Poverty in the UK. The World-Wide response to poverty. Charity and effective altruism. Visiting Speaker: YFC</p> <p>Unit 3: Festivals and Celebrations (Continued) Christmas the true meaning of the Christmas celebration including the Incarnation. Church Visit: St Georges Littleport. 'Give Peace a chance' – Christmas Card competition.</p>

		<p>Unit 3: Crime and Punishment</p> <p>L14-15: Different Types of Crime</p> <p>Crime against the person, property, and state.</p> <p>The difference between a crime and a sin.</p> <p>Good and evil intentions.</p> <p>The causes of crime.</p> <p>Christian Attitudes towards lawbreakers.</p> <p>Forms of punishment and their aims.</p> <p>Corporal and Capital Punishment.</p> <p>End of Unit Test and Revision.</p>	
Spring	<p>Unit 5: The Sacraments.</p> <p>The seven sacraments.</p> <p>The sacrament of baptism; infant and believers.</p> <p>The Sacrament of Holy Communion in the Roman Catholic, Orthodox and Non-conformist Churches.</p> <p>Unit 6: The role of the Church in the local and World-Wide Community.</p> <p>The role of the Church in the local community.</p> <p>The place of Mission and Evangelism.</p> <p>The role World-Wide Church.</p> <p>The Churches response to persecution.</p> <p>The Churches response to poverty.</p>	<p>Unit 4: Relationships and Families</p> <p>Contemporary British attitudes towards sexuality.</p> <p>The age of consent.</p> <p>Sexual relationships before/outside of marriage.</p> <p>Gender Equality.</p> <p>Marriage its practice and purpose.</p> <p>Cohabitation, Annulment, Divorce, and Remarriage.</p> <p>The nature and purpose of families.</p> <p>Revision and Mock Exam</p>	<p>Unit 4: Festivals and Celebrations (Continued)</p> <p>From Easter to Pentecost.</p> <p>Visiting Speaker: YFC</p> <p>Ramadan: Fasting (Sawm) during Ramadan.</p> <p>Id-ul-Fitr: The celebration of Id-ul-Fitr.</p> <p>The importance of this festival to the Ummah and the wider British community.</p> <p>Unit 5: Medical Ethics</p> <p>The Sanctity of life and the question of life begins.</p> <p>The Pro-life and Pro-choice debate.</p> <p>Phillipa foot's 'The violinist' thought experiment.</p> <p>Sibling Saviours and Genetic Engineering.</p> <p>Film: My Sisters Keeper.</p> <p>The ethics of gender identity</p>

	<p>Islam: Teachings and Beliefs.</p> <p>Unit 7: The Nature of God and the role of Angels. The nature and oneness of God. Prophethood and Holy Books. The key beliefs of Sunni and Shi'a Islam. Beliefs about judgement and life after death. Divine justice and predestination.</p> <p>End of Unit Test and Revision.</p>		
Summer	<p>Islam: Religious Practices</p> <p>Unit 9: The Five Pillars of Islam. The Ten Obligatory Acts. The Shahadah, Salah, Zakah, Sawm, Hajj. The greater and lesser Jihad. The significance of Jihad and its influences. Festivals including Id-ul-Fitr, Id-ul-Adha and Ashura. The Importance and influences of festivals.</p> <p>Mock Exam and Revision.</p>		<p>Unit 6: Philosophy and Ethics 'Nobody Stands Nowhere' Secular Ethics: Utilitarianism and Moral Law. Religious Ethics: Situation Ethics. Thought Experiments: Phillipa Foot's 'The Train Tracks dilemma.' and other examples. Worldviews and beliefs in practice: A research project during which students investigate their own worldviews and how they could put these into practice.</p>
Rationale for this sequencing	<p>This sequence of lessons builds on existing knowledge and understanding established in KS3 where we have studied religious teachings, beliefs, and practices in detail. The year 10 syllabus introduces the skills of evaluation and influence; students evaluate the importance of religious beliefs and practices, as well as describing influences on individuals and society. It also follows the AQA syllabus covering the knowledge and skills needed for GCSE Religious Studies: Christianity and Islam.</p>	<p>This sequence of lesson builds on existing knowledge and understanding established in year 10. These lessons allow students to apply this knowledge to key moral and ethical questions. It also prepares students for the AQA GCSE Religious Studies Exam (A) Thematic Studies Unit.</p>	<p>This sequence of lessons allows students to explore their own world views, while also learning how key historical and contemporary figures have put their beliefs into practice. This fulfils the requirement to study secular ethics and philosophies. Students debate key moral issues and express their own opinions, while listening to and considering the opinions of others. There is a strong link to literacy (English Language curriculum) including writing to persuade, and inform, as well as debating skills.</p>

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • Gandhi, By Diane Bailey ISBN 978-0-2413-5633-3 • Mother Teresa Saint of the Slums, by Nina Morgan. ISBN 0-7502-2295-6 • Martin Luther King, By Laurie Calkhoven. ISBN 978-0-2413-2288-8 • I am Malala, by Malala Yousafzai. ISBN 978-1-7802-2658-3 • Amazing Muslims who changed the world, by Burhana Islam. ISBN 978-0-241-44180-0 • The Place for Me, Stories of the Windrush Generation. ISBN 978-0-702307-90-4 • Big Dreams, Heroes who dare to be bold, by Sally Morgan. ISBN 978-1-407189-03-1
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • KS3 Religious Studies - BBC Bitesize • Home - TrueTube • Seneca - Learn 2x Faster (senecalearning.com) • Revision quizzes: KS3 RE - 20 Enjoyable Quizzes for Years 7, 8 and 9 (educationquizzes.com) • CAFOD Resources: RE curriculum in Catholic schools (cafod.org.uk)
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • Explore RE, Steve Clarke. ISBN:1510458573 • World Religions: Hinduism, Buddhism and Sikhism. Tristan Elby. ISBN-13 : 978-0008227692 • World Religions: Judaism, Christianity and Islam, Andy Lewis, ISBN-13 : 978-0008227685 • Philosophy and Ethics, Robert Orme. ISBN-13: 978-0008355029

