RELIGIOUS STUDIES – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

The Religious Studies curriculum is designed and centred on our students. We recognise the importance of inclusive, rigorous and relevant content which can help students develop and acquire a better understanding of the role that different religions and cultures play in today's pluralistic world. Adopting both a thematic approach to our schemes of learning as well as a deeper look at three of the six major world religions allows students to apply, compare and contrast some of the world's major beliefs, religious and secular, to some of the 'Big Issues' we are faced on a day to day basis.

Differentiated lessons and safe space within the classroom allow students to explore these issues and develop tolerance and respect for the communities in which we live. Fundamental to their understanding is their religious literacy, which is developed through structured key term and spelling tests, regular reading aloud and wider reading opportunities (particularly at Key Stage 4 and 5). Throughout each Key Stages, Religious Studies provides students with the opportunity to debate and discuss thereby improving their ability to articulate verbally as well as enabling them to develop their extended writing skills.

The curriculum in Key Stage 3 supplies students with an initial understanding of the multicultural society in which we live and the key skills in which to discover more about the world and their individual place within this. From this early stage, we encourage students to be independent learners, both within and outside of the classroom environment. As students' progress into Key Stage 4 and Key Stage 5, they are given the opportunity to explore these bigger questions on a deeper level through the study of Philosophy and Ethics, sharpening critical thinking alongside developing a student's ability to think and theorise through issues themselves; skills which are imperative to development later in life.

RELIGIOUS STUDIES – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

7	What is Religious Studies?		What is it like to be a Hindu today?		How do a Muslims core beliefs impact their life?		How can we express our identity?		
8	What does it mean to be a Christian?			What is the importance of Jerusalem in religion?			From life to death, where are we going?		
9	What do we mean by good and evil?			Is it easy to make moral decisions?			Does religion still have a role in the world today?		
10	Component 1: Issues of Relationships	Component 2 Christian beliefs and teachings		Component 2: Christian Practices		Component 1: Issues of Life and Death		Component 1: Issues of Human rights	
11	Component 1: Issues of Good and Evil	Component 3: Muslim Beliefs and teachings		Component 3: Muslim Practices		*REVISION*	*GCSE EXAMS*		
12	DCT: Insight	DCT: Foundations	DCT: Living	Philosophy: Philosophic Language and Thought	Philosophy: Arguments for God's existence	Philosophy: God and the World	*REVISION*	*AS EXAMS*	DCT- Development
				Ethics: Normative Ethical Theories: Religious approaches	Normative Ethical Theories	Applied Ethics			DCT: Society
13	DCT: Challenges	Philosophy: Theological and Philosophical developments		Philosophy: Religious Language- Analogical, symbolic and negative		Philosophy: Religious Language- 20th Century Developments	*REVISION*	*A2 EXAMS*	
		Ethics: Ethical Language.		Ethics: Significant Ideas		Ethics: Development in Ethical Thought.			

RELIGIOUS STUDIES: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

	Topics	Skills			
	Key Questions & Themes Living and Expressing Beliefs and Ideas Morality and Issues	**Religious and philosophical vocabulary and literacy**	**Worldviews and their application**	**Analysis of own and others' worldviews**	**Evaluation of worldviews and their application**
Year 7	*What is Religious Studies?* *What is it like to be a Hindu today?* *How do a Muslim's core beliefs impact their life?* *How can we express our identity?*	Learning and using names of religions, beliefs, practices and symbols in discussion and written work. Constructing sentences and paragraphs to express meaning.	Describing religious and non-religious beliefs and practices. Making connections between beliefs and the behaviour of individuals and communities.	Giving your own opinion and other views with some explanation. Using examples to support different views.	Identifying positive and negative factors. Asking questions about worldviews and issues.
Year 8	*What does it mean to be Christian?* *What is the importance of Jerusalem in religion?* *From life to death, where are we going?*	Learning and using a range of key words in discussion and written work. Constructing more complex sentences and paragraphs to express meaning.	Describing religious and non-religious beliefs and practices in greater detail. Explaining connections between beliefs and the behaviour of individuals and communities.	Giving a range of views, including your own, with some explanation and relevant examples. Justifying various points of view.	Using evidence to evaluate issues and their factors. Asking and answering questions about worldviews and issues.
Year 9	*What do we mean by good and evil?* *Is it easy to make moral decisions?* *Does religion still have a role in the world today?*	Learning and applying a wider range of key words in discussion and written work. Constructing extended answers with paragraphs and conclusions.	Describing religious and non-religious beliefs and practices in context. Explaining the relevance of connections between beliefs and the behaviour of individuals and communities in context.	Giving a wide range of views, including your own, with clear explanation and relevant examples. Justifying contrasting points of view using evidence.	Evaluating the impact of beliefs and practices in the modern world. Evaluating the effectiveness of worldviews when deciding moral issues.

Year 10	*How should religions influence relationships and families?* *What do Christians believe?* *What do Christians do to express their beliefs?* *What is the value of life and what happens when we die?* *What are the issues of human rights and social justice?*	Effective application of religious and topical words in different contexts. Reading of extracts from sacred texts. Constructing extended answers with logical chains of reasoning.	Recalling specific knowledge about beliefs, practices and issues. Explain the impact of significance of beliefs, practices and issues for religious and non-religious individuals and communities. Comparing and contrasting different beliefs and practices.	Stating and explaining a range of factors to be considered in a debate or topic. Identifying how religious and non-religious teachings and case studies relate to fundamental questions.	Using logical reasoning to consider the strengths and weaknesses of different views on beliefs, practices and issues. Reaching conclusions that logically follow from developed arguments.
Year 11	*What is the nature of good and evil?* *What do Muslims believe?* *What do Muslims do to express their beliefs?*				
Year 12	*How is God understood in the world?* *What is philosophical language and thought?* *Can the existence of God be proven?* *What are the foundations of Christian thought?* *What are normative ethical approaches?* *How can ethical approaches be applied?* *How should Christian morality be determined?*	Accurate and precise use of philosophical, theological and ethical technical terms in context. Planning and writing thoughtful essays with coherent and logical structures.	Explaining a complex range of religious and non-religious worldviews from individuals and communities. Describing and explaining how worldviews have changed over time and in different contexts.	Clearly and skilfully stating scholars' theories on a range of academic issues. Identifying and explaining aspects of theories and their application.	Making logical and insightful judgements about philosophical and theological questions. Reflecting on the strengths and weaknesses of theories, worldviews and their application.
Year 13	*How has Christianity responded to challenges?* *Is the nature of God logical?* *How has philosophical language changed?* *How has Christian thought developed?* *Can we define ethical terms?* *What is the best approach to ethics?*				

RELIGIOUS STUDIES: WIDER CURRICULUM *(Covid dependent)*

	KS3
Visits	Peterborough Mosque & Cathedral
Competitions	NATRE Spirited Arts
Other	Discussion of current and relevant news articles Lunch & after school intervention / Easter & May holiday revision sessions *See separate Curriculum Intervention & SMSC Audits for contributions from Religious Studies too detailed to list here*