

# **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

	Theological		Ethical
	Philosophical		Human and social sciences

Key Stage 3	7	What is Religious Studies?	How do Muslims put their beliefs into practice?		What is it like to live life as a Hindu?		How can we express our beliefs?				
	8	What does it mean to be a Christian?		What is Humanism?			From life to death, where are we going?				
	9	What do we mean by good and evil?		How can we show commitment?		Is it easy to make moral decisions?		Does religion still have a role in the world today?			
	By the end of KS3 students will have had the opportunity to develop their religious literacy through a balanced RS curriculum exploring the topic through a theological, philosophical and human and social science lens. They will build upon their knowledge and understanding of different religious and non-religious world views, linking in depth study of three of the major world religions to the world and life's 'big issues' through thematic units . Year 9 builds on the critical content from the previous years, drawing together religious beliefs, teachings and practices from different faiths and world views to apply these to modern ethical and philosophical issues and highlighting the diversity of approaches to modern issues.										
Key Stage 4	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	
	By the end of KS4, students will have had the opportunity to develop their knowledge and understanding of religions and non- religious beliefs such as humanism and atheism. Through their reading of key religious texts, other texts and scriptures from Christianity and Islam, students will develop their knowledge and understanding of religious beliefs, teachings, practices and sources of wisdom and authority. This will then allows students to develop their ability to construct well argued, well informed, balanced and structured written arguments allowing them to demonstrate their depth and breadth of understanding of the subject. Students are provided the opportunity to engage with questions of belief, value, meaning, purpose, truth and their influence on human life while challenging them to reflect on their own beliefs, values and attitudes in light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.										
Key Stage 5	12	Philosophy: Philosophic Language and Thought	Philosophy: Arguments for God's existence	Philosophy: God and the World	DCT: F/tions	Ethics: Normative Ethical Theories: Religious approaches Applied ethics	DCT: Living	Normative Ethical Theories Applied ethics	DCT: Insight	DCT- Develop/ment	DCT: Society
	13	DCT: Challenges	Philosophy: Theological and Philosophical developments		Philosophy: Religious Language- Analogical, symbolic and negative		Philosophy: Religious Language- 20 <sup>th</sup> Century Developments		REVISION	A2 EXAMS	
			Ethics: Ethical Language.		Ethics: Significant Ideas	Ethics: Development in Ethical Thought.					
By the end of KS5, students will have been encouraged to develop their interest in a rigorous study of religion and belief and relate it to the wider world. Students will develop knowledge and understanding appropriate to a specialist study of religion whilst enhancing their understanding and appreciation of religious thought and its contribution to individuals, communities, and societies. Through being encouraged to adopt an enquiring, critical and reflective approach to the study of religion, they can reflect on and develop their own values, opinions and attitudes in light of their study. The A Level course focuses on inspiring and motivating learners, while challenging and developing their different perception of different world religions with an emphasis on enabling learners to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects.											

## 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	<i>What is Religious Studies?</i> <i>How do a Muslim's core beliefs impact their life?</i> <i>What is it like to be a Hindu today?</i> <i>How can we express our beliefs?</i>	<p>Learning and using names of religions, beliefs, practices and symbols in discussion and written work.</p> <p>Constructing sentences and paragraphs to express meaning.</p>	<p>Describing religious and non-religious beliefs and practices.</p> <p>Making connections between beliefs and the behaviour of individuals and communities.</p>	<p>Giving your own opinion and other views with some explanation.</p> <p>Using examples to support different views.</p>	<p>Identifying positive and negative factors.</p> <p>Asking questions about worldviews and issues.</p>
Year 8	<i>What does it mean to be Christian?</i> <i>What is Humanism?</i> <i>From life to death, where are we going?</i>	<p>Learning and using a range of key words in discussion and written work.</p> <p>Constructing more complex sentences and paragraphs to express meaning.</p>	<p>Describing religious and non-religious beliefs and practices in greater detail.</p> <p>Explaining connections between beliefs and the behaviour of individuals and communities.</p>	<p>Giving a range of views, including your own, with some explanation and relevant examples.</p> <p>Justifying various points of view.</p>	<p>Using evidence to evaluate issues and their factors.</p> <p>Asking and answering questions about worldviews and issues.</p>
Year 9	<i>What do we mean by good and evil?</i> <i>Why are relationships important?</i> <i>Is it easy to make moral decisions?</i> <i>Does religion still have a role in the world today?</i>	<p>Learning and applying a wider range of key words in discussion and written work.</p> <p>Constructing extended answers with paragraphs and conclusions.</p>	<p>Describing religious and non-religious beliefs and practices in context.</p> <p>Explaining the relevance of connections between beliefs and the behaviour of individuals and communities in context.</p>	<p>Giving a wide range of views, including your own, with clear explanation and relevant examples.</p> <p>Justifying contrasting points of view using evidence.</p>	<p>Evaluating the impact of beliefs and practices in the modern world.</p> <p>Evaluating the effectiveness of worldviews when deciding moral issues.</p>

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

## RELIGIOUS STUDIES: WIDER CURRICULUM *(Covid dependent)*

KS3	KS4	KS5
Peterborough Mosque & Cathedral NATRE Spirited Arts		
Discussion of current and relevant news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention &amp; SMSC Audits for contributions from Religious Studies too detailed to list here</i>		