

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 and an in-depth study of three major world religions, we allow 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 with in society on a day to day basis.

Through differentiated lessons and a safe space within the classroom we 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 out loud and wider reading opportunities (particularly at Key Stage 4). Throughout each Key Stage, Religious Studies provide students with the opportunity to debate and discuss thereby improving their ability to articulate orally 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 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 in later 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?	What is it like to be a Hindu today?	How do 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?	Relationships	Moral Debates	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 worldviews, 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 Good and Evil	Component 1: Issues of Human rights
	11	Component 1: Issues of Life and Death	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 allow 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.					

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 identity?</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>			

RELIGIOUS STUDIES: WIDER CURRICULUM *(Covid dependent)*

KS3	KS4
<p>Peterborough Mosque & Cathedral visit</p> <p>Interfaith week</p>	