

# 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: WIDER CURRICULUM

KS3	KS4
Peterborough Mosque & Cathedral visit NATRE Spirited Arts Interfaith week Weekly RS ' <i>Mindfulness</i> ' club	Interfaith week 'Quiz the Vicar' Weekly RS ' <i>Mindfulness</i> ' club World Challenge Expedition
<ul style="list-style-type: none"><li>• Discussion of current and relevant news articles</li><li>• Lunch &amp; after school intervention / Easter &amp; May holiday revision sessions</li><li>• <i>See separate Curriculum Intervention &amp; SMSC Audits for contributions from Religious Studies too detailed to list here</i></li></ul>	

## 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

<b>Key Stage 3</b>	7	What is Religious Studies?	What is it like to be a Hindu today?	How do Muslim’s core beliefs impact their life?	How can we express our identity?	
	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?	Do relationships matter?	How do we make moral decisions?	Does religion still have a role in the world today?	
	<p><i>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.</i></p>					
<b>Key Stage 4</b>	10	Component 1: Issues of Relationships	Component 2 Christian Beliefs and Teachings	Component 3: Muslim Beliefs and Teachings	Component 1: Issues of Good and Evil	Component 1: Issues of Human rights
	11	Component 1: Issues of Life and Death	Component 2: Christian Practices	Component 3: Muslim Practices	REVISION	GCSE EXAMS
<p><i>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.</i></p>						

## RELIGIOUS STUDIES: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

	Topics	Skills			
	Sources of wisdom and authority Scholars and Theologians	Religious and philosophical vocabulary and literacy	Worldviews and their application	Analysis of own and others' worldviews	Evaluation of worldviews and their application
Year 7	Interpreting simple quotes from Holy scriptures and using them in written work, and oral presentations.	<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. Oral presentations to include simple religious vocabulary to express their opinion and views on religious attitudes and scripture.</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	Interpreting complex quotes from Holy Scriptures and using them with accuracy in written work and oral presentations.	<p>Learning and using a range of key vocabulary to 'speak like a specialist' in discussion and written work.</p> <p>Constructing more complex sentences and paragraphs to express meaning. Oral presentations to include a more in-depth religious vocabulary to express their opinions and views on religious attitudes and scripture.</p>	<p>Recalling 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 recognising our own bias.</p> <p>Justifying various points of view using religious quotes, religious examples and other sources of wisdom and authority.</p>	<p>Using evidence to evaluate issues and their factors.</p> <p>Asking and answering questions regarding worldviews and issues.</p>

<b>Year 9</b>	<p>Interpreting and recalling complex quotes from different Holy Scriptures and using them with confidence and accuracy in written work and oral presentations.</p> <p>Use writings of Theologians and scientists in debates and to support written arguments.</p>	<p>Learning and applying a wider range of specialist vocabulary in discussion and written work.</p> <p>Constructing extended answers with paragraphs and conclusions.</p> <p>Oral presentations to include a complex religious vocabulary to justifying opinions and views on religious attitudes and scripture.</p>	<p>Explaining religious and non-religious beliefs and practices in context.</p> <p>Evaluating 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 from sources of wisdom and authority.</p> <p>Justifying and contrasting points of view using evidence and evaluation.</p>	<p>Evaluating the impact of beliefs and practices in the modern world.</p> <p>Evaluating the effectiveness of worldviews when discussing and justifying moral issues.</p>
<b>Year 10</b>	<p>Finding and interpreting various sacred texts and writings by prominent religious leaders and non-religious sources accurately to support arguments during debates and essay writing.</p>	<p>Effective application of religious and topical words in different contexts.</p> <p>Reading of extracts from sacred texts, scholars and theologians.</p>	<p>Recalling specific knowledge about beliefs, practices and attitudes.</p> <p>Explain the impact of significance of beliefs, practices and attitudes for religious and non-religious individuals and communities.</p>	<p>Stating and analysing a range of factors to be considered in a debate or topic.</p>	<p>Using logical reasoning to consider the strengths and weaknesses of different views on beliefs, practices and attitudes.</p>
<b>Year 11</b>		<p>Constructing extended answers with logical chains of reasoning, evaluation and justification.</p>	<p>Comparing and contrasting different beliefs and practices.</p>	<p>Identifying how religious and non-religious teachings and case studies relate to fundamental questions.</p>	<p>Reaching justifies conclusions that logically follow from developed arguments.</p>