



KS4 Curriculum Overview

Religious Studies AQA

Curriculum Intent

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. By the end of Year 11, Religious Studies students will have been given the opportunity to develop analytical and critical thinking skills, the ability to work with abstract ideas and skills in communication. Students will have a greater understanding of key beliefs and practices in Britain's multicultural society.

How does the KS4 curriculum build on that from KS3?

At Key Stage 4, students build on the knowledge of the beliefs and practices of the six major world religions and humanists gained from Key Stage 3 by studying Islam in depth, as they have done with Christianity in Year 9. Students continue to ask 'Big Questions' regarding religious beliefs, such as, 'What do Christians and Muslims believe about the afterlife?' This enables students to advance to considering ethical questions regarding crime and punishment, peace and conflict and family life.

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

Students utilise their learning to demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority; influence on individuals, communities and societies; similarities and differences within and/or between religions and beliefs. This is assessed through a series of short-answer questions. Students provide longer responses to questions which require them to analyse and evaluate aspects of religion and belief, including their significance and influence.

How does the KS4 curriculum align to the National Curriculum?

The Key Stage 4 curriculum equips students to demonstrate knowledge and understanding of two religions, Christianity and Islam, and provides the opportunity to engage with key sources of wisdom and authority, such as sacred texts. This underpinning knowledge is used to develop students' understanding of the influence of religion on individuals and communities, and provides the opportunity for students to understand the debates regarding key ethical issues alongside developing their own arguments.

What new knowledge or skills are students taught?

| Term | Year 10 | Year 11 |
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| Autumn | <p><u>Islamic Beliefs</u></p> <ul style="list-style-type: none"> • 6 articles of faith in Sunni Islam, 5 roots of Usul ad-Din in Shi'a Islam including key similarities/differences • Tawhid (the oneness of God, Qur'an Surah 112); the nature of God: omnipotence, beneficence, mercy, fairness, justice/Adalat in Shi'a Islam. Different ideas about God's relationship with the world: immanence and transcendence • Angels: their nature and role, including Jibril and Mika'il • Predestination and human freedom; its relationship to the Day of Judgement • Akhirah (life after death), human responsibility and accountability, resurrection, heaven, hell • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad • Holy books: Qur'an (revelation and authority), Torah, Psalms, Gospel, Scrolls of Adam and their authority • The imamate in Shi'a Islam: its role and significance <p><u>Islamic Practices</u></p> <ul style="list-style-type: none"> • 5 Pillars of Sunni and Shi'a Islam and 10 Obligatory Acts of Shi'a Islam • Shahadah: declaration of faith and its place in Muslim practice • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home, mosque and elsewhere; Friday prayer; Jummah; key differences in the practice of salah in Sunni and Shi'a Islam; different Muslim views about the importance of prayer • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, the Night of Power (Qur'an 96:1-5) • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits or receipt, Khums in Shi'a Islam • Hajj: the role and significance of pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance • Jihad: different understandings of jihad, the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad | <ul style="list-style-type: none"> • |

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| | <ul style="list-style-type: none"> Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura | |
| Spring | <p><u>Christian Beliefs</u></p> <ul style="list-style-type: none"> The nature of God: God as omnipotent, loving and just; the problem of evil and suffering; the oneness of God and the Trinity Different Christian beliefs about creation, including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3) Different Christian beliefs about the afterlife and their importance: resurrection, life after death, judgement, heaven and hell Jesus: beliefs and teachings about the incarnation, Jesus as Son of God, crucifixion, resurrection, ascension Salvation: sin, original sin, means of salvation (including law, grace and Spirit), role of Christ in salvation, atonement <p><u>Christian Practices</u></p> <ul style="list-style-type: none"> Worship: different forms of worship and their significance: liturgical, non-liturgical, informal, private worship (including the use of the Bible), prayer (Lord's Prayer, set prayers, informal prayer) Role and meaning of the sacraments: baptism, infant and believers' baptism; Holy Communion/Eucharist, including different ways it is celebrated/different interpretations Role and importance of pilgrimage and celebrations: Lourdes and Iona, Christmas, Easter The role of the Church in the local and worldwide community: food banks, street pastors, mission, evangelism, Church growth, working for reconciliation, how Christian churches respond to persecution. The work of one of these: CAFOD, Christian Aid, Tearfund | • |
| Summer | <p><u>Theme A - Religion, Relationships and Families</u></p> <ul style="list-style-type: none"> Heterosexual and homosexual relationships; sex before marriage; sex outside of marriage (adultery) Contraception and family planning The nature and purpose of marriage, same sex marriage and cohabitation Divorce, including reasons for divorce and remarriage; ethical arguments related to divorce, including arguments based on compassion and the sanctity of marriage vows The nature of families, including: the role of parents and children, extended families and the nuclear family The purpose of families, including: procreation, stability, protection of children, educating children in a faith | • |

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| <ul style="list-style-type: none"> Contemporary family issues, including: same sex parents, polygamy The roles of men and women Gender equality, prejudice and discrimination, including examples <p><u>Theme B - Religion and Life</u></p> <ul style="list-style-type: none"> Origins of the universe, including: religious teachings, different interpretations of religious teachings; the relationship between scientific views (e.g. Big Bang theory) and religious views The value of the world and the duty of human beings to protect it, including religious teachings about stewardship, dominion, responsibility, awe and wonder The use and abuse of the environment, including: the use of natural resources, pollution The use and abuse of animals, including: animal experimentation, using animals for food Origins of human life, including: religious teachings about the origins of human life, different interpretations of these; the relationship between scientific views (e.g. evolution) and religious views The concepts of sanctity of life and quality of life Abortion, including situations when the mother's life is at risk; ethical arguments related to abortion, including those based on sanctity of life and quality of life Euthanasia Beliefs about death and an afterlife, their impact on beliefs about the value of human life <p><u>Theme D – Religion, Peace and Conflict</u></p> <ul style="list-style-type: none"> The meaning and significance of: peace, justice, forgiveness, reconciliation Violence, including violent and peaceful protest Terrorism, holy war and pacifism Reasons for war, including greed, self-defence and retaliation The just war theory, including the criteria for a just war Religion and belief as a cause of war and violence in the contemporary world The use of weapons of mass destruction, nuclear weapons, nuclear deterrence Peace-making in the contemporary world, including the work of individuals influenced by religious teaching Religious responses to victims of war, including the work of a present-day organisation <p><u>Theme E – Crime and Punishment</u></p> <ul style="list-style-type: none"> Reasons for crime, including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. Views about people who break the law for these reasons. | |
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| | <ul style="list-style-type: none"> • Good & evil intentions and actions, including whether it can ever be good to cause suffering • Views about different types of crime, including hate crimes, theft and murder • Aims of punishment, including: retribution, deterrence, reformation • Treatment of criminals, including: prison, corporal punishment, community service • Forgiveness • The death penalty: ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life | |
| Rationale for this sequencing | The study of the beliefs and practices of Muslims as the first topic for Autumn 1 and 2 allows pupils to grapple with Islamic Theology and Practises as an introduction to Abrahamic monotheism that they will be less familiar with. In Spring 1 and 2 pupils will continue their studies with Christianity Beliefs and Practises allowing students to develop and articulate the similarities and differences between the two religions. Beliefs and practices underpin the thematic studies, in which students are required to consider religious and non-religious perspectives on ethical issues whilst formulating their own opinions. Additionally, these topics require a mature and sensitive approach which students have developed through their participation in Religious Studies lessons by the end of Year 10. | |

Additional support at home

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| Additional reading for enjoyment, enhancement and extension | <p>Quran online - https://www.clearquran.com/</p> <p>Bible online - https://www.biblestudytools.com/niv/</p> <p>Sunnah online - https://sunnah.com/bukhari</p> <p>Catechism online - https://www.vatican.va/archive/ENG0015/_INDEX.HTM</p> <p>DIARY OF A HAJI - https://www.soundvision.com/book/diary-of-a-haji-21-days-for-the-holy-lands-of-makkah-and-madinah</p> <p>POEMS OF RUMI: https://www.rumi.org.uk/poetry/</p> |
| Online resources to practice, consolidate and revise | <p>Muslim Council of Britain - https://mcb.org.uk/resources/british-muslims/</p> <p>The Independent - British Muslims - https://www.independent.co.uk/topic/british-muslims</p> <p>British Library Christianity - https://www.bl.uk/sacred-texts/themes/christianity</p> <p>Christianity Today - https://www.christianitytoday.com/ct/topics/u/united-kingdom/</p> |
| Workbooks & revision guides to practice, consolidate and revise | <p>Islam GCSE BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/z4v7gwx</p> <p>Christianity GCSE BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zbndy9q</p> <p>BBC Islam: https://www.bbc.co.uk/religion/religions/islam/</p> <p>BBC Christianity: BBC - Religion: Christianity</p> <p>ASSESSMENT Resources: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources?start_rank=51</p> <p>ONLINE Revision: https://www.brainscape.com/subjects/gcse-aqa-religious-studies</p> <p>BIBLE SOCIETY sources of Wisdom: Sources of Wisdom GCSE resources - Bible Society</p> |