



KS4 Curriculum Overview

Religious Studies

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 specifically studying Judaism and Christianity in depth. Students continue to ask 'Big Questions' regarding religious beliefs, such as, 'What do Christians and Jews believe about the afterlife?' This enables students to advance to also consider 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 Judaism, 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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<p>Autumn</p>	<p><u>Autumn 1 – Judaism Beliefs</u></p> <ul style="list-style-type: none"> • The Nature of God • The Divine Presence (Shekhinah) • Judaism & Beliefs About the Afterlife • The Nature & Role of the Messiah • The Promised Land & the Covenant with Abraham • The Covenant at Sinai • The Mitzvot • The Mitzvot & Sanctity of Life • The Mitzvot & Free Will <p><u>Autumn 2 – Judaism Practises</u></p> <ul style="list-style-type: none"> • The Synagogue • Services at the Synagogue • Worship in the Home & Synagogue • The Tanakh & the Talmud • Birth Ceremonies • Marriage Ceremonies • Mourning Rituals • Dietary Laws • Rosh Hashanah • Yom Kippur • Pesach 	<p><u>Autumn 1 Theme C: The existence of God and revelation</u></p> <ul style="list-style-type: none"> • The Design argument, including its strengths and weaknesses. • The First Cause argument, including its strengths and weaknesses. • The argument from miracles, including its strengths and weaknesses, and one example of a miracle. • Evil and suffering as an argument against the existence of God. • Arguments based on science against the existence of God. The nature of the divine and revelation: <p><u>Autumn 2 Theme C</u></p> <ul style="list-style-type: none"> • The existence of God and revelation Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision. • General revelation: nature and scripture as a way of understanding the divine. • Different ideas about the divine that come from these sources: omnipotent and omniscient, personal and impersonal, immanent and transcendent.
<p>Spring</p>	<p><u>Spring 1 - 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 	<ul style="list-style-type: none"> • <u>Spring 1 - Theme D – Religion, Peace and Conflict</u> <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

	<ul style="list-style-type: none"> • Salvation: sin, original sin, means of salvation (including law, grace and Spirit), role of Christ in salvation, atonement <p><u>Spring 2 - 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 	<ul style="list-style-type: none"> • 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>Spring 2 - 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. • 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
Summer	<p><u>Summer 1 -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) 	<p><u>Summer revision</u></p> <ul style="list-style-type: none"> • Flashcards: Summarize information on flashcards and test yourself regularly, which helps in identifying knowledge

	<ul style="list-style-type: none"> • 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 <p style="text-align: center;"><u>Summer 2</u></p> <ul style="list-style-type: none"> • 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 • Contemporary family issues, including: same sex parents, polygamy • The roles of men and women Gender equality, prejudice and discrimination, including examples 	<p>gaps and strengthening memory retention.</p> <ul style="list-style-type: none"> • Practice Questions: Answer past papers, create your own questions, and practice writing answers under timed conditions to simulate exam scenarios and improve recall. • Mind Maps: Visualize complex information by creating mind maps, connecting different concepts and ideas, which aids in understanding and recall. • Self-Testing: Regularly test yourself using various methods, such as quizzes, past papers, or asking someone to test you, to assess your understanding and identify areas needing further revision.
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