

Curriculum Overview – Religious Studies

Introduction

This document outlines **the curriculum and key considerations** including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the Locally Agreed Syllabus as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Our Religious Studies curriculum challenges students to ask perceptive questions, analyse beliefs and meanings and articulate arguments from a variety of perspectives. It allows for a deep exploration of Christian faith as well as engaging extensively with other world views and contemporary issues. We believe that a high-quality Religious Studies should ensure that all students acquire a core knowledge and understanding of the beliefs and practises of the religions and worldviews which not only shape their history and culture, but which guide their own development. Students learn to understand the origins of people’s beliefs, how to diligently show respect to the diverse range of religious beliefs they encounter and become confident in knowing their own identity.

Wolfreton Curriculum Intent

Our Religious Studies curriculum is underpinned by our Intent statement:

Being Unique and Celebrating a World of Difference.

To explore the advantages and evolving challenges of living in multi-ethnic/faith Britain. Encouraging learners to develop their own values, identity and sense of belonging whilst celebrating difference between cultures and religions. The study of Religious Studies provides an environment through which students can develop tolerance and sensitivity towards a broad range of controversial issues and misconceptions.

Curriculum Aims

The Wolfreton School curriculum for Religious Studies aims to ensure that all pupils:

- continually deepen their religious, philosophical and ethical understanding and effectively communicate this;
- present an authentic vision of Christian moral and social teachings so that pupils can make a critique of the underlying trends in contemporary culture and society;
- raise awareness of the faith and traditions of other religious communities in order to respect and understand them;
- relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;

Building on prior learning

What can students do by the end of KS2?

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally.

- They make connections between differing aspects of religion and consider the different forms of religious expression.
- They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They communicate their ideas, recognising other people's viewpoints.
- They consider their own beliefs and values and those of others in the light of their learning in religious education.

What are the knowledge and skills gaps?

There are usually gaps in the student's religious knowledge as they are only required to study Christianity and two other religions at KS2. Different primary schools often teach different religions. There is also often a lack of focus on current ethical issues.

Curriculum Structure

Our programme of study is founded on the sequential development of three 'knowledge pillars' outlined below. However, in our delivery of the curriculum content the three knowledge types are not artificially separated from each other, and learners explore and deepen their knowledge and understanding of all three pillars simultaneously as they progress through the programme of study in KS3 and KS4.

Substantive Knowledge:

The substantive knowledge includes the 'substance' of religious and non-religious traditions pupils study through the topics and faiths we explore. Substantive content includes:

- different ways that people express religion and non-religion in their lives, including diverse lived experiences and the comparisons of different traditions
- knowledge about artefacts and texts associated with different religious and non-religious traditions
- concepts that relate to religious and non-religious traditions, such as 'dharma', 'incarnation', 'ritual', 'authority', 'prayer', 'sacred', 'anatta' and 'moksha'
- the very concepts of 'religion' and 'non-religion' and debates around these ideas

There are well-established conventions within RE to refer to ways of categorising subject-specific concepts:

- concepts that are common to religious and non-religious experience (such as 'interpretation')
- concepts that are common to multiple forms of religious experience (such as 'sacrifice')
- concepts specific to a religious tradition (such as the Christian notion of 'incarnation')

Ways of Knowing:

'Ways of knowing' is the deliberate development of scholarly techniques through which we explore the substantive content. It refers to the different ways that pupils learn how it is possible to explore that substantive knowledge. In essence it is the development of the skills required to become an expert practitioner in the subject.

It includes

- knowledge of the methods, processes and tools of scholarship that are used to study and interpret religions
- knowledge of the types of conversation (or ‘modes of enquiry’) that academic communities have about religion/non-religion

Through this, pupils will be taught to consider

- how knowledge came about (for example, who constructed the knowledge or how it might have been formed from academic disciplines)
- the status of claims (for example, how accurate a generalisation about religion might be)
- the difference between conceptions and misconceptions (for example, whether the term ‘believer’ is an appropriate term for all adherents and practitioners of different traditions)
- the type of method that may have been used to derive that knowledge and the suitability of methods (for example, the strengths and limitations of interview methods for portions of curriculum content)

Personal Knowledge

The development of personal knowledge enables our learners to develop their understanding of their ‘personal worldview’. This position is their own viewpoint or perspective on the world, which is influenced by, for example, their values, prior experiences and own sense of identity.

Key subject skills – KS3

Theology	Philosophy	Social Sciences
<p>Throughout each year at KS3 students will explore questions about the nature of God, the relationship between humanity and God and the relationship between humanity and the universe. Students will engage with diverse texts and sources of authority found in a range of religious traditions. Students will also investigate the beliefs and concepts which underpin faith and understand where these beliefs come from. Consideration will be given to how beliefs have changed over time and the similarities and differences both within faiths and across faiths. Students throughout KS3 will consider how these beliefs and concepts provide a guide for many people in understanding life, the universe and everything.</p> <p><i>Through exploring this students will be able to:</i></p>	<p>Throughout each year at KS3 students will explore philosophical questions about the meaning of life, existence and reality. These will include the creation of the universe, life after death, how life should be lived and further ‘ultimate questions’ explored by humanity. Philosophy allows students to understand how and why people do what they do in an attempt to live a good life. Students will develop their ability to reason, engage in dialogue and discussion, deepen understanding about belief, truth, what is real and what it means to be good or evil, right or wrong.</p> <p><i>Through exploring this students will be able to:</i></p> <ul style="list-style-type: none"> • explore ultimate questions and evaluate the responses of these from scholars, both secular and religious. 	<p>Throughout each year KS3 students will explore the role religion plays in the lives of individuals, the local community and communities throughout Britain and the world. Students will explore its history, its art, its ideas, its social institutions and the way religion and religious belief impact human lives. Throughout this approach students will develop an appreciation of the diversity of religious tradition in Britain and throughout the world. By studying personal and community rituals and celebrations an understanding of the impact of religion and worldviews will be developed.</p> <p><i>Through exploring this students will be able to:</i></p> <ul style="list-style-type: none"> • identify the influence of the religious life in contemporary Britain.

<ul style="list-style-type: none"> • identify religious beliefs and worldviews and give a coherent account of a believer's response to the world. • Understand the diversity of thought within religious groups. • Understand how sources of authority influence beliefs of theological and ethical issues. 	<ul style="list-style-type: none"> • Reason, evaluate and critically assess a range of ideas. • establish a person perspective, based upon considered arguments, on a range of philosophical ideas. 	<ul style="list-style-type: none"> • Identify and assess the impact of religious thought on art, culture and social institutions. • Develop an understanding of the diverse nature of modern society.
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Key subject skills – KS4

AO1	AO2
Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. 	Analyse and evaluate aspects of religion and belief, including their significance and influence.

Key subject skills – KS5

AO1	AO2
Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. 	Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives.

Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. On the other side of the spectrum, Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that aren’t used outside of the context of a specific subject, or have a different meaning in one subject versus another. In the middle of these two tiers is Tier 2 vocabulary. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow us to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 2 vocabulary – Describe, Explain, Discuss, Analyse, Evaluate, Sources, Comparison, Contrast, Similarity, Difference, Communicate.

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>How Has the Idea of God Developed?</p> <ul style="list-style-type: none"> • Understand what is belief and why people see things differently. • Learn how God been represented through the ages. • Understand what Native Americans believe about God. • Understand what monotheists believe about God. • Understand how Christians express their belief in God. • Understand what Buddhist believe. • Learn the different ways in which Buddhists express their beliefs. • Learn about the similar beliefs people share about the nature of God. • Assess the question whether people can be spiritual without religion. • Critically assess the validity of the Design Argument. 	<p>Where Can Wisdom Be Found Today?</p> <ul style="list-style-type: none"> • Understand what wisdom is and what makes a person wise. • Assess whether any understanding can be sought from ancient texts. • Learn about the wisdom of Guru Nanak. • Learn about the different types of wisdom in the Guru Granth Sahib. <ul style="list-style-type: none"> • Understand the impact Sikhi teachings have today. • Assess the ways in which Jesus is considered a wise person. • Assess the impact Christian teachings have today. • Investigate whether all Christians share the same beliefs. • Investigate a controversial issue and assess how well religious teachings respond to this. • Investigate what Humanism teaches about life and assess how useful this is. 	<p>Is the Earth a Sacred Place?</p> <ul style="list-style-type: none"> • To investigate the ways in which humans and the earth are connected. • To explore what different religions say about the value of the earth. • Understand how stewardship is important in Judaism and Christianity. • Explore how important environmental issues are within Judaism. • Investigate how different faiths respond to the importance of animals • To explore whether people can learn anything from Jain perspectives on the environment • To investigate how and why the river Ganges is seen as sacred. • To understand how Hindu beliefs about the environment are being put into practice • To explore places different faiths groups travel to on pilgrimages.

	<ul style="list-style-type: none"> Critically assess the validity of the First Cause Argument. 	<ul style="list-style-type: none"> To explore whether there is a shared wisdom around the world. 	<ul style="list-style-type: none"> To investigate how pilgrimage can connect with religious attitudes towards care for the environment
Skills	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others.</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others.</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others.</p>
Tier 3 Vocabulary	Omnipotent, Omniscient, Omnibenevolent, Monotheism, Polytheism, Atheism	Prophecy, Wisdom, Parable, Guru, Humanism	Stewardship, Environmental, Sangha, Pilgrimage
Assessment	<p>KMP Assessment</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs extended response – evaluate ideas, beliefs and teachings 	<p>KMP Assessment</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs extended response – evaluate ideas, beliefs and teachings 	<p>Homework Assessment/ End of Year Exam</p> <p>Creative homework assessment piece</p> <p>End of Year assessment:</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs extended response – evaluate ideas, beliefs and teachings

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>What Influence Do Religious Traditions Have?</p> <ul style="list-style-type: none"> To know how religious life in Britain has changed over the years. To explain the nature of worship and know whether places of worship have significance today. To learn how digital technology has affected religious practice. To know key Bible teachings and how 	<p>How Valuable is Human Life?</p> <ul style="list-style-type: none"> To know what human rights are and why they are important. Understand the events surrounding the Holocaust and the human rights which were taken away. To recall the life of Elie Weisel and state how he responded to his loss of human rights. To outline the various ways in which people 	<p>Where do we Come From? Where are we Going?</p> <ul style="list-style-type: none"> To explore what the term sanctity of life means and how this can be applied To describe different interpretations of what the soul could be. To outline both religious and nonreligious ideas about when life begins. To describe the different rites of passages as marked by some of the

	<p>digital technology has affected its use.</p> <ul style="list-style-type: none"> • To outline what happens in a Christian marriage ceremony and explain its symbolism. • To outline what happens at a Humanist wedding ceremony and outline the similarities/ differences between religious ones. • To understand the meaning behind religious iconography in Hinduism and Christianity. • To recall the events in the life of Martin Luther King + state the significance of his work. • To recall the events in the life of Mohandas Gandhi + state the significance of his work. • Students can explain the impact King + Gandhi have on life today. • Students know about the concept of service in faith 	<p>responded to the lessons of the Holocaust.</p> <ul style="list-style-type: none"> • To explain the reasons why it is important to remember the Holocaust. • To outline some human rights violations since the Holocaust. • To outline the ways in which people stood up for human rights in Rwanda. • To explain how religious ideas respond to the idea of human rights. • To outline the work of organisations such as Amnesty International. • To explain the various ways in which the media responds to the plight of refugees today. • To outline and describe the various ways religious organisations respond to the plight of refugees. 	<p>world's religions.</p> <ul style="list-style-type: none"> • To describe how the start to life is marked in Christianity, Sikhism and Islam. • To explain what abortion is and outline different religious and non-religious responses to this. • To explain what capital punishment is and outline different religious and nonreligious responses to the issue. • To describe the various beliefs about the afterlife, both from religious and secular perspectives. • To outline the different ways in which the end of life is marked in Christianity. • To describe the ways in which a Humanist may mark the end of life
Skills	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate. Critical Assessment – interpret and evaluate differing points of view. Empathy – understand the thoughts, beliefs and opinions of others.</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate. Critical Assessment – interpret and evaluate differing points of view. Empathy – understand the thoughts, beliefs and opinions of others</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate. Critical Assessment – interpret and evaluate differing points of view. Empathy – understand the thoughts, beliefs and opinions of others</p>
Tier 3 Vocabulary	<p>Prejudice, Discrimination, Ahimsa, Satyagraha, Symbolism</p>	<p>Holocaust, antisemitism, Human Rights, discrimination, genocide, refugee</p>	<p>Sacred, Sanctity of Life, capital punishment, soul, abortion, vivisection</p>
Assessment	<p>KMP Assessment</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs extended response – evaluate ideas, beliefs and teachings 	<p>KMP Assessment</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs 	<p>Homework Assessment/ End of Year Exam Creative homework assessment piece End of Year assessment:</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs

		c. extended response – evaluate ideas, beliefs and teachings	c. extended response – evaluate ideas, beliefs and teachings
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Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Does Religion Have a Future?</p> <ul style="list-style-type: none"> • Students can explain what religion aims to do. • Students can outline the impact religion has on believers. • Students can identify a number of ways in which religious ideas have impacted everyone’s lives. • Students can outline the issues involved when discussing sexuality. • Students can explain various religious attitudes towards issues of sexuality. • Students can outline and account for a range of Christian attitudes towards sexuality. • Students can outline and account for a range of Muslim attitudes towards sexuality. • Students can describe how gender roles are portrayed within Christianity. • Students can describe a number of religious teachings which account for Christian beliefs about sexuality. • Students can describe how gender roles are portrayed in Islam. • Students can describe a number of religious teachings which account for gender roles in Islam. • Students can outline some of the arguments for and against religious causing conflict in the world. 	<p>Are Religion + Science in Conflict?</p> <ul style="list-style-type: none"> • Students can explain the difference between religious and non-religious questions. • Students can outline the beliefs about creation from Hinduism. • Students can suggest similarities between science and the Hindu account of creation. • Students can recount the Christian account of creation and describe arguments that it may/ may not be compatible with science. • Students can describe the Theory of Evolution. • Students can describe different interpretations of the accounts of creation. • Students can describe some modern developments within medicine. • Students can explain what genetic engineering is and some of the differing religious and nonreligious view surrounding it. • Students can outline the role education and scientific knowledge has from different religions. • Students can describe some of the key features of the Islamic Golden Age. • Students can describe a number of ways in which religion has contributed to the modern world. • Students can outline the ways in which religious and non-religious people respond to some of the ultimate questions in life. 	<p>Can People Be Good Without God?</p> <ul style="list-style-type: none"> • Students can describe what is meant by morality. <p>Students can evaluate arguments for and against a secular society</p> <ul style="list-style-type: none"> • Students can describe the work of a number of religious charities and assess whether religion alone is the motivation. • Students can explore whether religious belief results in good in the world • Students explore and evaluate the life and work of Maximillian Kolbe. • Students explore and evaluate the life and work of Oscar Romero. • Students can describe a range of religious and secular laws and articulate which are the most valuable for society. • Students can describe and evaluate religious and secular attitudes towards drugs. • Students will be able to describe how the media portrays people of faith and assess how fair this portrayal is. • Students can investigate the nature of worship when connected with sport and account for any similarities and differences in worship. • Students can describe some of the statistical changes in faith numbers over the years and articulate viewpoints with regards to whether or not religion has a future.

	<ul style="list-style-type: none"> • Students can outline what reconciliation is and how it works. • Students can explain what inter-faith groups are, what they do and the impact they have. 		
Skills	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others</p>
Tier 3 Vocabulary	Worldviews, truth, dialogue, respect, controversy	Civilisation, globalisation, evolution, creation, STEM, compatibility, Trimurti	Secular, ultimate reality, truth, authority, beliefs, knowledge, agnostic, humanist.
Assessment	<p>KMP Assessment</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs extended response – evaluate ideas, beliefs and teachings 	<p>KMP Assessment</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs extended response – evaluate ideas, beliefs and teachings 	<p>Homework Assessment/ End of Year Exam</p> <p>Creative homework assessment piece</p> <p>End of Year assessment:</p> <ol style="list-style-type: none"> multiple choice – key terms and ideas short response – explain ideas and beliefs extended response – evaluate ideas, beliefs and teachings

Key Stage 4 Year 10 – Long Term Planning (Edexcel)

	Autumn term	Spring term	Summer term
Knowledge	<p>Muslim Beliefs – Paper 1</p> <ul style="list-style-type: none"> • The difference between Sunni and Shi’a Islam. • The 6 beliefs of Sunni Islam. • The five roots of ‘Usul adDin’ • The characteristics of God. • Risalah. • The life of Muhammad (pbuh) • Sacred texts in Islam • Malaikah – angels in Islam • Al-Qadr – predestination in Islam 	<p>Christian Beliefs Paper 2</p> <ul style="list-style-type: none"> • The Trinity. • Creation • The Incarnation • The Last Days of Jesus’ Life • Salvation • Christian eschatology • The problem of evil • Divergent solutions to the problem of evil • Al-Qadr – predestination in Islam 	<p>Crime and Punishment – Paper 2</p> <ul style="list-style-type: none"> • Justice • Crime • Good, evil and suffering • Aims of punishment • Forgiveness • Treatment of criminals • The death penalty <p>Living the Muslim Life Paper 1</p>

	<ul style="list-style-type: none"> • Akhirah – Islamic beliefs in the afterlife Marriage + The Family – Islam Paper 1 <ul style="list-style-type: none"> • Significance of marriage in Islam. • Islamic teachings on sexual relationships. • Muslim teachings about family life. • Community support and the family. • Islamic teachings about contraception. • Muslim beliefs about divorce and remarriage. • The roles of men and women in Islam. • Gender prejudice and discrimination in Islam 	<ul style="list-style-type: none"> • Akhirah – Islamic beliefs in the afterlife 	<ul style="list-style-type: none"> • The Ten Obligatory Acts • The Shahadah • Salah • Sawm • Zakah + Khums • Hajj • Greater + Lesser Jihad • Celebrations + Commemorations
Skills	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking 	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking 	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking
Tier 3 Vocabulary	See KS4 Vocabulary and Key Terms Definitions below		
Assessment	Key Knowledge Assessments/ a), b) c) and d) style assessments – Muslim Beliefs + Marriage and the Family	Key Knowledge Assessments/ a), b) c) and d) style assessments- Christian Beliefs	Key Knowledge Assessments/ a), b) c) and d) style assessments – Crime and Punishment + Living the Muslim Life

Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Living the Christian Life Paper 2 <ul style="list-style-type: none"> • Christian Worship • The Sacraments • Prayer • Pilgrimage • Christian Celebrations • The Future of The Christian Church • The Local Church • The Worldwide Church 	Religion, Peace + Conflict – Christianity P2 <ul style="list-style-type: none"> • Christian attitudes towards peace. • The role of peace making in Christianity. • Christian responses to conflict. • Christian responses to pacifism and resistance. • The concept of a Just War. • Holy War in Christianity. • Christian responses to weapons of mass destruction. • Christian responses to violence, war + terrorism 	Exam preparation and Revision

		Matters of Life and Death Paper 1 <ul style="list-style-type: none"> • Origins of the universe • Sanctity of Life • Origins and value of human life • Abortion • Life and Death • Responses to arguments about life after death • Euthanasia • Issues in the natural world 	
Skills	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs Critical thinking	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking 	Exam preparation and Revision
Tier 3 Vocabulary	See KS4 Vocabulary and Key Terms Definitions below		
Assessment	Key Knowledge Assessments/ a), b) c) and d) style assessments – Living the Christian Life	Key Knowledge Assessments/ a), b) c) and d) style assessments – Peace and Conflict + Matters of Life and Death	Key Knowledge Assessments/ a), b) c) and d) style assessments

Non- Examined Religious Studies – Key Stage 4:

Core Religious Studies is delivered through the PSHE and Ethics course in Year 10 and 11. Units covered include:

Year 10 Non-Examined Religious Studies	Year 11 Non-Examined Religious Studies
<ul style="list-style-type: none"> • Religious Diversity • Religious Pluralism • Radicalisation + Extremism • Marriage and the family • Marriage in Islam • Arranged/ Forced Marriage • The family in Judaism 	<ul style="list-style-type: none"> • Business Ethics including Muslim and Christian approaches • The Ethics of war including the Just War Theory • Religious Laws • Global Inequality including tzedakah and Zakah • Animal Rights including religious perspectives

- Respect for the elderly

Key Stage 5: Year 12 Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Philosophy: Ancient Greek Influences</p> <ul style="list-style-type: none"> • Plato's beliefs about the nature of reality • The Analogy of the Cave • The Theory of the Forms • The Form of the Good • Aristotle's beliefs about the nature of reality • The Four Causes • The Prime Mover • Empiricism, rationalism, a priori and a posteriori knowledge <p>Philosophy: Soul, Body + Mind</p> <ul style="list-style-type: none"> • Plato's view of the soul • Aristotle's view of the soul • Descartes substance dualism • Category Error • Materialism v dualism <p>Ethics: Utilitarianism</p> <ul style="list-style-type: none"> • Key ideas of Utilitarianism • Ideas of Bentham and Mill • Usefulness of Utilitarianism • Rule V Act Utilitarianism • Singer's version of Utilitarianism. • The usefulness of utility or pleasure is in making ethical judgements <p>Ethics: Natural Law</p> <ul style="list-style-type: none"> • Idea of telos • Primary and Secondary Precepts • The Four Tiers of Law • Doctrine of Double Effect • Usefulness of Natural Law 	<p>Philosophy: Arguments based on Observation</p> <ul style="list-style-type: none"> • Aquinas' Fifth Way • Paley's Teleological Argument • Hume's criticisms • Evolution • The Cosmological Argument • Hume's criticisms <p>Philosophy: Arguments based on Reason</p> <ul style="list-style-type: none"> • Anselm's argument • Gaunilo's criticisms • Kant's criticism of Descartes • Persuasive nature of a priori and a posteriori arguments • Observation v reason <p>Philosophy: Religious Experience</p> <ul style="list-style-type: none"> • Mystical experiences • Conversion experiences • Validity of religious experiences • Psychological factors • Physiological factors • Corporate experiences <p>Developments in Christian Thought: Knowledge of God's Existence</p> <ul style="list-style-type: none"> • Innate knowledge of God • Faith as sufficient reason • Barth and Brunner debate • Natural Theology • Revealed Theology <p>Developments in Christian Thought: The Person of Jesus</p>	<p>Philosophy: The Problem of Evil</p> <ul style="list-style-type: none"> • The logical problem of evil • The Inconsistent Triad • The evidential problem of evil • Augustinian theodicy • Hick's theodicy <p>Ethics: Euthanasia</p> <ul style="list-style-type: none"> • The sanctity of life • Applying Natural Law • Applying Situation Ethics • Autonomy • Acts and omissions <p>Ethics: Business Ethics</p> <ul style="list-style-type: none"> • Corporate Social Responsibility • Utilitarian perspectives • Kantian perspectives • Globalisation • Capitalism and consumerism • Good ethics and good business <p>Developments in Christian Thought: Christian Moral Principles</p> <ul style="list-style-type: none"> • Bible as a comprehensive guide • The principle of love • The authority of the Church • Personal or communal ethics • Distinctive nature of ethics <p>Developments in Christian Thought: Christian moral Action</p> <ul style="list-style-type: none"> • Duty to God of the State? • Knowledge of God's will

	<p>Ethics: Situation Ethics</p> <ul style="list-style-type: none"> • Legalism and antinomianism • Agape • The Four Working Principles • The Six Propositions • Usefulness of Situation Ethics <p>Developments in Christian Thought: Augustine</p> <ul style="list-style-type: none"> • Augustine’s approach to The Fall • Interpretations of Original Sin • Sin and morality • Human nature <p>Developments in Christian Thought: Death + the Afterlife</p> <ul style="list-style-type: none"> • The Sheep and the Goats • Traditional views of hell • Traditional views of heaven • Purgatory • Universalism • Limited and unlimited election 	<ul style="list-style-type: none"> • Jesus’ knowledge of God • The ‘Son of God.’ • Jesus as a teacher of wisdom • Jesus as a political liberator • The unique relationship with God 	<ul style="list-style-type: none"> • Bonhoeffer’s view of Christian life • Discipleship • Relevance of Bonhoeffer’s theology
Skills	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking 	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking 	Students will develop the following skills: <ul style="list-style-type: none"> • Analysing texts • Contrasting ideas • Evaluating beliefs • Critical thinking
Tier 3 Vocabulary	See KS5 Vocabulary and Key Terms Definitions below		
Assessment	Exam essay questions assessment x 6	Exam essay questions assessment x 6	Exam essay questions assessment x 6

Key Stage 5: Year 13 Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Philosophy: Attributes of God</p> <ul style="list-style-type: none"> • Boethius on eternity and free will 	<p>Philosophy: Religious Language</p> <ul style="list-style-type: none"> • The Via Negativa 	<p>Developments in Christian Thought: Secularism</p> <ul style="list-style-type: none"> • Secularisation

	<ul style="list-style-type: none"> • Anselm on eternity and free will • Eternity v everlasting • The omnibenevolence of God • Logical consistency <p>Ethics: Meta-ethics</p> <ul style="list-style-type: none"> • Key ideas of Utilitarianism • Ideas of Bentham and Mill • Usefulness of Utilitarianism • Rule V Act Utilitarianism • Singer’s version of Utilitarianism. • The useful of utility or pleasure is in making ethical judgements <p>Ethics: Sexual Ethics</p> <ul style="list-style-type: none"> • Changing attitudes to sex • Foucault and feminism • The harm principle • Application to Natural law • Application to Situation Ethics • Influence of Religious beliefs • Usefulness of Kantian ethics • Usefulness of Utilitarianism <p>Developments in Christian Thought: Religious Pluralism</p> <ul style="list-style-type: none"> • Exclusivism • Inclusivism • Hick’s pluralism • Salvation • Multi-faith societies • Redemptoris Missio • Sharing the Gospel of salvation • Inter-faith dialogue • Scriptural reasoning Movement • Christian Mission 	<ul style="list-style-type: none"> • Aquinas’ use of analogy • Tillich’s symbolic language • Language used to talk of God • Cataphatic v Apophatic Way • Verificationism • Wittgenstein • Evaluation of 20th century approaches • Cognitive or non-cognitive? • The Falsification Symposium • Aquinas v Wittgenstein <p>Ethics: The Conscience</p> <ul style="list-style-type: none"> • Aquinas’ view of the conscience • Freud and the conscience • Comparison of Freud and Aquinas • Reason or the unconscious mind • Existence of a conscience <p>Developments in Christian Thought: Gender</p> <ul style="list-style-type: none"> • Family and feminism • Ephesians • Mulieris Dignitatem • Secular views of gender equality • Motherhood • The male-warrior-messiah • Mary Daly • Rosemary Ruether • Women and spirituality • Christian God in female terms <p>Developments in Christian Thought: Liberation Theology</p> <ul style="list-style-type: none"> • Marx on alienation and exploitation • Liberation theology movement • Preferential Option for the poor • Social issues • Christian engagement with Marxism 	<ul style="list-style-type: none"> • Freud and God • Dawkins on religious belief • Secular humanism • Christianity and society <p style="text-align: center;">Revision and exam preparation</p>
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Skills	Students will develop the following skills: <ul style="list-style-type: none"> Analysing texts Contrasting ideas Evaluating beliefs Critical thinking 	Students will develop the following skills: <ul style="list-style-type: none"> Analysing texts Contrasting ideas Evaluating beliefs Critical thinking 	Students will develop the following skills: <ul style="list-style-type: none"> Analysing texts Contrasting ideas Evaluating beliefs Critical thinking
Tier 3 Vocabulary	See KS5 Vocabulary and Key Terms Definitions below		
Assessment	Exam essay questions assessment x 6	Exam essay questions assessment x 6	Exam essay questions assessment x 2

Appendix - KS4 Vocabulary and Key Terms Definitions

CHRISTIANITY

- ASCENSION - Going or being taken up; the event forty days after the resurrection when Jesus returned to glory in heaven.
- ATONEMENT - Making amends or payment for a wrong. The belief that reconciliation between God and humanity that was brought about by the death of Jesus as a sacrifice.
- BAPTISM - The sacrament through which people become members of the Church. It involves the use of water as a symbol of the washing away of sin.
- CATHOLIC: The tradition within the Christian Church which is led by the Pope; also called the Roman Catholic Church.
- CHRIST: Literally means 'Anointed One' in Greek; the Hebrew equivalent is Messiah. The leader promised by God to the Jews; Christians believe Jesus to be the Christ.
- CREATION: Bringing the world into existence; the belief that the world is God's loving creation.
- CRUCIFIXION: The death of Jesus; a form of the death penalty used by the Romans.
- EASTER: Festival/celebration of the resurrection of Jesus; the Easter season ends with Pentecost (50 days after Easter Sunday) which remembers the coming of the Holy Spirit to earth following the ascension.
- EUCHARIST/HOLY COMMUNION: Literally 'thanksgiving'; a sacrament in which the death and resurrection of Jesus are celebrated, using bread and wine.
- EVANGELISM: Preaching the gospel (the good news about God) to convert people to the Christian faith.
- GRACE: The unconditional and generous love that God shows to people who do not deserve it.
- HEAVEN: Belief that after death Christians can enter a state of being with God for eternity.
- HELL: Belief in a place of eternal suffering, or a state after death of being in separation from God.
- HOLY SPIRIT - The third Person of the Trinity; believed to be present with believers since Pentecost and active on earth.
- INCARNATION: - Literally 'in flesh', or 'enfleshed;' belief that God took on human form in the person of Jesus.
- JUDGEMENT: - The belief that God will decide whether each person should receive eternal life or eternal punishment based on their earthly life.
- LITURGICAL WORSHIP: - A church service which follows a set structure or ritual.

- LAW: - Rules or commands which must be followed; the law of God is revealed in the Bible.
- MISSION: - Literally 'sent out'; the duty of Christians to spread the gospel (the good news about Jesus).
- OMNIPOTENT: - The belief that God is 'all powerful'.
- ORIGINAL SIN: - Belief human nature is flawed, and that we all have the tendency to sin; traditional belief held by some Christians that this came from Adam & Eve's eating of the forbidden fruit as recorded in Genesis 3.
- ORTHODOX: - A denomination/tradition of the Church popular in some parts of Eastern Europe. There are two main Orthodox Churches – Greek and Russian.
- PERSECUTION: - Facing hostility and ill-treatment; some Christians face punishment and death for practising their faith.
- PILGRIMAGE: - A religious journey to a holy site/sacred place, it is an act of worship and devotion.
- PROTESTANT: - Christian denominations in which authority is generally based on the Bible, rather than Church tradition/teaching. (eg Anglican, Methodist, Baptist).
- RECONCILIATION: - Making up and rebuilding relationships between two groups/sides after disagreement.
- RESURRECTION: - Being raised from the dead; the event three days after the crucifixion when it is believed that God raised Jesus from the dead.
- SACRAMENT: - The outward and visible sign of an invisible and spiritual grace. (eg Baptism and the Eucharist are recognised as sacraments by most Christians).
- SALVATION: - Being saved; belief that through God's grace, Jesus' death and resurrection brought about salvation for humanity. Saving of the soul and being able to enter eternal life in heaven.
- TRINITY: - The belief that God as One includes God also being manifest in three Persons: the Father, Son and Holy Spirit.
- WORD: - In the Bible, John 1 describes God creating the world through his eternal Word. This links the eternal Word to Jesus in the statement: "The Word was made flesh and dwelt among us" (John 1:14).
- WORSHIP: - Showing adoration and reverence; offering praise to God.

ISLAM

- ALLAH – Arabic name for God.
- QUR'AN – the holiest text in Islam.
- MUHAMMAD – the last prophet sent by Allah.
- ADALAT – Divine Justice.
- MI'AD – the Day of Judgement and the Resurrection.
- TAWHID – belief in one God; the oneness of Allah.
- 'USUL AD -DIN – name given to the principles of faith in Shi'a Islam.
- BENEFICENCE – kindness, generosity.
- IMMANENCE – a belief that Allah acts in the world.
- OMNIPOTENCE – being all-powerful.
- TRANSCENDENCE - a belief that Allah is above and beyond his creation.
- RISALAH – the system of communication between Allah and people, through prophets.
- AKHIRAH – life after death, when the Day of Judgement takes place.

- NIKAH – marriage contract.
- ADULTERY – sex where one or both of those involved are already married to someone else (extramarital sex).
- BLENDED FAMILY – two families uniting when parents meet new partners.
- NUCLEAR FAMILY – mother, father and children living as one unit.
- UMMAH – community of Muslims around the world.
- SITUATION ETHICS – the idea that people should base moral decisions on what is the most loving thing to do.
- DIVORCE – legally ending a marriage.

Withdrawal from Religious Education

RE is compulsory in schools up to the age of 18. Parents can ask to withdraw their child from parts or all of the lessons. To discuss the curriculum further, parents should contact the school to speak to the Subject Leader for RS. Any request for withdrawal should be made formally via a written letter to the headteacher. Please note that whilst your child would be supervised, schools aren't required to provide alternative teaching at this time.