

Religious Studies

'Differences were meant not to divide, but to enrich.' J.H Oldham

We want students of Religious Education to have a broad knowledge of a range of faiths, cultures and beliefs. Our Religious Education curriculum goes above and beyond the Worcestershire Agreed Syllabus (LAS) Compulsory unit specification and covers a range of religious beliefs, living a religious life, matters of life and death, crime and punishment, peace and conflict and the nature of spirituality.

- We aim for our students to be ambitious in their thinking and respond academically, thoughtfully, emotionally and without bias about those who are different from them; religious and non-religious.
- For students of Religious Education to know how to confidently articulate, debate and evaluate challenging big questions in life and articulate their own views on these big questions. This in turn will enhance our students' abilities to debate and critically evaluate across other subjects and in students' wider life.
- We ensure that lessons are enjoyable and planned and sequenced for students of all abilities to be able to be empowered with the knowledge of increasingly complex world questions.
- For students to have a firm understanding of how and why people of faith view the world
- For students to be able to respond thoughtfully and meaningfully to philosophical and ethical questions, met by ensuring there are ambitious end points for students in all key stages.
- Our curriculum is carefully designed through strong co-design across key stages and knowing students' prior knowledge and end points at previous key stages upon transition.
- Our 2022-23 curriculum will respond to the gaps in learning students may have of the world and faiths beyond their immediate community during the COVID pandemic and ensure that students have accessed the full national curriculum and beyond in order for them to have a full and life-long appreciation for the wonders and ambitious nature of Religious Education.
- Our curriculum is ambitious for all students, ensuring that all students including those who are disadvantaged and vulnerable including those with SEND by ensuring that all students no matter their barriers are supported with:
 - Accessing a full range of ambitious terminology which is needed for their student and discussions of Religious Education
 - Being identified on seating plans within learning environments to allow for direct support and input from the classroom teacher
 - Oracy fluency and high expectations that all students can be supported via sentence stems and modelled oracy to speak like a Religious Studies expert
 - Assessment and feedback, both verbal and written, is which is disproportionately rich for disadvantaged students

Year 10

Term/Length of Unit	Outline:	Knowledge and skills	End points and associated key assessments
Autumn 1 – 7 weeks	<p>Islam: Muslim Beliefs</p> <p>The religious practice of Islam and differences of beliefs within the Muslim faith</p>	<p>The life and times of the Prophet Muhammad</p> <p>How and why the political differences in early Islam led to the split between Sunni and Shia</p> <p>Understand the nature, history and purpose of the six beliefs and their importance for Muslims.</p> <p>Debating how Muslims follow their faith differently and the strengths and limitations of these differences.</p> <p>There are five practices, known as the five pillars of Islam, that are central to life as a Muslim</p> <p>How Muslims prepare for prayer/Salah.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>
Autumn 2 – 7 weeks	<p>Islam: The Muslim way of life</p> <p>The religious practice of Islam. What it means to be Muslim and follow the faith of Islam and Muslim way of life.</p>	<p>In depth exploration of each of the pillars of Islam</p> <ul style="list-style-type: none"> • Shahada (the declaration of faith) • Salah (prayer) • Zakah (charity) • Sawm (fasting) • Hajj (pilgrimage to Mecca) 	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks): "Family life is the cornerstone of faith"</p>

		<p>Debating how Muslims follow their faith differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	
<p>Spring 1 – 7 weeks</p>	<p>Islam: The Muslim way of life</p> <p>The religious practice of Islam. What it means to be Muslim and follow the faith of Islam and Muslim way of life.</p>	<p>Jihad</p> <p>10 obligatory acts</p> <p>Celebrations & festivals – Eid</p> <p>Celebrations & commemorations</p> <p>Peace & Conflict – Conditions of war: ‘Just War’ theory and Lesser Jihad.</p> <p>Peace & Conflict – Pacifism</p> <p>Peace & Conflict – Weapons of Mass Destruction</p> <p>Muslim attitudes about war compared to Christian and Humanist attitudes</p> <p>Debating how Muslims follow their faith differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>

KS4 – GCSE Religious Studies Curriculum

<p>Spring 2 – 5 weeks</p>	<p>Christianity & Christian way of life</p> <p>The religious practice of Christianity. What it means to be Christian and follow the Christian way of life.</p>	<p>Christian Practices</p> <p>Christian Prayer & worship</p> <p>Celebrations – Easter</p> <p>Holy week & celebrations</p> <p>Debating how Christians follow their faith differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>
<p>Summer 1 – 7 weeks</p>	<p>Christianity & Christian way of life</p> <p>The religious practice of Christianity. What it means to be Christian and follow the Christian way of life.</p>	<p>Christian sacraments & pilgrimage</p> <p>Celebrations - Christmas & Advent</p> <p>The world wide church</p> <p>Debating how Muslims and Christians follow their faiths differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>
<p>Summer 2 – 7 weeks</p>	<p>Examination skills</p>	<p>Justifying and debating points of view.</p> <p>Revision and recall – Islam. Living the Muslim life</p> <p>Revision and recall – Christianity. Living the Christian life</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>

		<p>Debating how Muslims and Christians follow their faiths differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	
How you can help your child at home (including wider reading)	<ul style="list-style-type: none"> • Talk to your child about the faiths, practices and world topics they have been learning about in their Religious Studies lessons. • Encourage your child to watch, read and talk about the news: BBC’s ‘Newsround’ is age appropriate. This allows students to arrive to lessons with prior knowledge of world events and debates which form the part of our discussions I Religious Studies lessons. • Encourage reading around the topics. BBC Bitesize is an excellent website that has additional information on a range of faiths and topics we explore in lessons. • Additional enrichment activities: Visiting a place of worships for example a St Peter’s church in Redditch; a Catholic church - Our Lady Of Mount Carmel R C Church in Redditch; a mosque – Birmingham Central Mosque or Singer Hill Synagogue, Birmingham. 		

Year 11

Term/Length of Unit	Outline:	Knowledge and skills	End points and associated key assessments
Autumn 1 – 7 weeks	<p>Christianity: Marriage and Family</p> <p>The religious practice of Christianity and how this religion reacts to matters of marriage and family.</p>	<p>Christian attitudes towards: Marriage, divorce and remarriage</p> <p>Sexual relationships</p> <p>Family planning & contraception</p> <p>Family and the parish</p> <p>Gender equality & prejudice</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>

KS4 – GCSE Religious Studies Curriculum

		<p>Debating and evaluating how Christians follow their faith differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	
<p>Autumn 2 – 7 weeks</p>	<p>Christianity: Matters of Life and Death</p> <p>The religious practice of Christianity and how this religion reacts to matters of life and death.</p>	<p>Christianity and creation (revision and building on knowledge from Year 10 L4L RE)</p> <p>Science and creation</p> <p>Treatment of the natural world</p> <p>Abortion</p> <p>Euthanasia</p> <p>Life after death</p> <p>Debating and evaluating how Christians follow their faith differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers.</p> <p>Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks): "Family life is the cornerstone of faith"</p>

KS4 – GCSE Religious Studies Curriculum

<p>Spring 1 – 7 weeks</p>	<p>Islam: Crime and Punishment</p> <p>The religious practice of Islam. and how this religion reacts to matters of crime and punishment.</p>	<p>Muslim attitudes towards: Good, evil and suffering</p> <p>Justice, law and crime</p> <p>Purpose of punishment</p> <p>Treatment of criminals</p> <p>Capital punishment</p> <p>Debating and evaluating how Muslims follow their faith differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>
<p>Spring 2 – 5 weeks</p>	<p>Islam: Peace and Conflict Revision</p> <p>Recapping student knowledge of the religious practice of Islam and Muslim views towards peace and conflict.</p>	<p>Muslim attitudes and Muslim definitions of ‘Peace’ and ‘Conflict’</p> <p>Conditions of war: ‘Just War’ theory and Lesser Jihad.</p> <p>Pacifism</p> <p>Weapons of Mass Destruction</p> <p>Debating and evaluating how Muslims follow their faith differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>

<p>Summer 1 – 7 weeks</p>	<p>Aim: At this stage in the curriculum, students’ ability to ensure examination responses reflect their understanding of curriculum content in full is the key skill that we develop in students (examination skills). The examination skills needed to answer the Religious Studies examinations are taught explicitly. Opportunities to practise these skills are provided. These examination skills will include time management, recognition of types of responses required and the ability to utilise mark schemes to aid understanding. The intent is to allow students to reach their full potential by being able to demonstrate this in the required examination format. Alongside the examination skills, classroom teachers will use adaptive teaching, in response to formative assessments, to re-visit the curriculum areas which have not been fully understood by students.</p>	<p>Justifying and debating points of view.</p> <p>Revision and recall – Islam. Living the Muslim life Revision and recall – Islam – Peace and conflict Revision and recall – Islam – crime and punishment Revision and recall – Christianity. Living the Christian life Revision and recall – Christianity – matters of life and death Revision and recall – Christianity – marriage and family</p> <p>Debating how Muslims and Christians follow their faiths differently and the strengths and limitations of these differences.</p> <p>Debating and justifying personal points of view and the view points of believers and non believers. Comparing and evaluating how believers and non believers live in shared communities.</p>	<p>End of learning cycle quizzes. Answers marked live and students make corrections.</p> <p>Extended writing end of topic task (12 marks)</p>
<p>How you can help your child at home (including wider reading)</p>	<ul style="list-style-type: none"> • Talk to your child about the faiths, practices and world topics they have been learning about in their Religious Studies lessons. • Encourage your child to watch, read and talk about the news: BBC’s ‘Newsround’ is age appropriate. This allows students to arrive to lessons with prior knowledge of world events and debates which form the part of our discussions I Religious Studies lessons. • Encourage reading around the topics. BBC Bitesize is an excellent website that has additional information on a range of faiths and topics we explore in lessons. • Additional enrichment activities: Visiting a place of worships for example a St Peter’s church in Redditch; a Catholic church - Our Lady Of Mount Carmel R C Church in Redditch; a mosque – Birmingham Central Mosque or Singer Hill Synagogue, Birmingham. 		