

RELIGIOUS STUDIES DEPARTMENT KEY STAGE 4 CURRICULUM OVERVIEW

The Religious Studies department key stage 4 curriculum is designed to implement the Academy's vision of "Deepening Learning, Raising Aspiration", in line with the OAT curriculum strategy of "Teach, Develop, Change". Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3.

Once completing the key stage 3 curriculum, Ormiston students have the option to take the full course GCSE. This was first implemented for our current year 10s and we have one option class which is mainly girl heavy. Our current year 11s however are on a different curriculum journey which meant they had 1 hour of Citizenship/PSHE when they were in year 9. Some of these students wanted a qualification out of this hour so when they entered year 10, half the cohort who wanted to the qualification begun the short course RS whilst others who opted out remain on the PSHE/Citizenship non-examined course. Again, those wanting RS are mainly girls, due to this difference between our boys and girls led me to speak with other schools who have a similar intake. We would like more boys to take the RS GCSE and this is something we have promoted at key stage 3.

Although we are an academy, we do follow the Essex Agreed Syllabus which recommends that all students are given the option to take the GCSE in RS. We are entered for the Edexcel Specification B in Religious Studies and opted for the two religions Christianity (Paper 1B) and Islam (Paper 2C). We have chosen these two religions as they are the two largest religions in the world and are important to understand in an increasingly globalised society. Not only this, we are now living in a multi-cultural and multi-faith society where it is important that British Values of individual liberty, tolerance, mutual respect and the rule of law are explored in relation to different groups of people. Therefore the studying of Christian, Muslim and secular worldviews will help our students to prepare for life beyond secondary school. Furthermore, as Ormiston Rivers is located in the rural Essex countryside many of our students have not experienced minority cultures thus we wanted to continue to explore other world faiths and ways of living. There have been numerous reports of Islamophobia and anti-Semitism in the press and The National Association of Teachers of Religious Education (NATRE) survey showed a growing problem with parents taking their children out of RS lessons with particular objections to Islam. More than 10% of those withdrawing are open about the fact that they are doing so for racist or Islamophobia reasons. In 2017, the RE Council set up an independent commission to review RE where much anecdotal evidence of Islamophobically-inspired withdrawal was heard. This conflicts with the duty of schools to promote "British Values" of tolerance and respect and to challenge extremism and to live in a peaceful society. One teaching union recently passed a motion condemning "racist" parents who pull their children out of RE lessons. The union has urged the government to put a stop to it. Therefore we feel we have a duty to continue with the teaching of Islam to help eradicate prejudice and discriminatory views often resulted from a lack of education.

The key stage 4 curriculum also lends well to the development of spiritual, moral, social and cultural awareness. Ofsted stated "We are concerned about pupils' ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences." (*OFSTED School Inspection Handbook – July 2014*)

Year
10

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Living the Christian Life

Diversity

Living the Muslim Life

Diversity

Autumn

- Christian Worship
- The Sacraments
- Prayer
- Pilgrimage
- AO1 Knowledge Test

- Christian Celebrations
- The future of the Church
- The local Church
- The worldwide Church
- Full written assessment
- Feedback/DIRT

- Ten Obligatory Acts
- Shahadah
- Salah
- Sawm
- AO1 Knowledge Test

- Zakah and Khums
- Hajj
- Jihad
- Celebrations and commemorations
- Full written assessment
- Feedback/DIRT

Matters of Life and Death

Diversity

Matters of Life and Death

Diversity

Spring

- Origins of the universe
- Sanctity of life
- Origins and value of human life

- Abortion
- D Question skills
- Revision session
- AO1 Knowledge Test

- Life after death
- Responses to arguments against life after death
- D Question skills
- D question written test/feedback

- Euthanasia
- Issues in the natural world
- Full written assessment
- Feedback/DIRT

Marriage and the Family

Diversity

Peace and Conflict

Diversity

Summer

- Marriage
- Sexual Relationships
- Families
- Support for the family in the local parish
- AO1 Knowledge Test

- Contraception
- Divorce
- Equality of men and women in the family
- Gender prejudice and discrimination
- Full written assessment
- Feedback/DIRT

- Peace
- Peacemaking
- Conflict
- Pacifism
- AO1 Knowledge Test

- Just War Theory
- Holy War
- Weapons of mass destruction
- Issues surrounding conflict
- Full written assessment
- Feedback/DIRT

ORMISTON RIVERS ACADEMY– KEY STAGE 4 RELIGIOUS STUDIES OVERVIEW

Autumn Half Term 1

Block 1 – Weeks 1 to 3

Focusing on the beliefs and practices of Christians in their day to day lives. Identifying Christian divergent interpretations of scripture and how this impacts their practices. AO1 Knowledge Test to be peer/self-assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. An opportunity to identify gaps in knowledge and to iron out any misconceptions.

Notes/Links/Interleaving

Key Skills: Assessment objective 1: demonstrating a knowledge and understanding of religion, and belief. Assessment objective 2: Analyse and evaluate aspects of religion and belief, including significance & influence, appraisal of arguments to reach a justified conclusion.

Interleaving: This topic builds on prior learning from KS3, year 8 topic ‘Worship’ and Year 7 ‘Sacred Spaces’. Students will then have to use this knowledge to develop their understanding of the other seven topics within the Edexcel Religious Studies Spec B.

Curriculum: Edexcel Religious Studies Spec B Christianity. Topic, Living the Christian Life.

Block 2 – Weeks 5 to 6

Focusing on the beliefs and practices of Christians in their day to day lives. Identifying Christian divergent interpretations of scripture and how this impacts their practices. Assessment focusing on religious terminology and quotations, this will be teacher marked so students will have specific targets to be working towards in the next half term.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library
- Given direct scriptural sources that they must analyse, evaluate and apply a mixture of interpretations. This provides differentiation through historical, cultural and political general knowledge.

Autumn Half Term 2

Block 3 – Weeks 7 to 9

Focusing on the beliefs and practices of Muslims in their day to day lives. Identifying Muslim divergent interpretations of scripture and how this impacts their practices. Specific focus on the difference between Shia and Sunni practices. AO1 Knowledge Test to be peer/self-assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. An opportunity to identify gaps in knowledge and to iron out any misconceptions.

Notes/Links/Interleaving

Key Skills: Assessment objective 1: demonstrating a knowledge and understanding of religion, and belief. Assessment objective 2: Analyse and evaluate aspects of religion and belief, including significance & influence, appraisal of arguments to reach a justified conclusion.

Interleaving: Builds on prior learning from KS3 – year 8 ‘Worship’ and Year 7 ‘Sacred Spaces’. Students will then have to use this knowledge to develop their understanding of the other seven topics within the Edexcel Religious Studies Spec B.

Curriculum: Edexcel Religious Studies Spec B Islam. Topic, Living the Muslim Life.

Block 4 = Weeks 10 to 12

Focusing on the beliefs and practices of Muslims in their day to day lives. Identifying Muslim divergent interpretations of scripture and how this impacts their practices. Specific focus on the difference between Shia and Sunni practices. Assessment focusing on religious terminology and quotations, this will be teacher marked so students will have specific targets to be working towards in the next half term.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library
- Given direct scriptural sources that they must analyse, evaluate and apply a mixture of interpretations. This provides differentiation through historical, cultural and political general knowledge.

Spring Half Term 1

Block 1 – Weeks 1 to 4

Focusing on religious and non-religious viewpoints about the origins of the universe, origins of life and value of life. Students are required to consider the ‘big questions’ that face humanity and the controversial viewpoints that surround them, including the origins of the universe & human life, sanctity of life

Block 2 – Weeks 5 to 6

Students continue ideas surrounding the value/sanctity of life. They consider divergent Christians and divergent non-religious viewpoints around abortion. They must look at laws, scripture and historical/cultural impact on people’s ethical/moral standpoints. D Question skills and writing – focusing on AO1 and AO2 in order to achieve a L3/L4 in the mark scheme.

Notes/Links/Interleaving

Key Skills: Assessment objective 1 – demonstrating a knowledge and understanding of religion, and belief. Assessment objective 2: Analyse and evaluate aspects of religion and belief, including significance & influence, appraisal of arguments to reach a justified conclusion.

Interleaving: This topic builds on prior learning from KS3: year 7 ‘Creation’. Students will then have to use this knowledge to develop their understanding of the other seven topics within the Edexcel Religious Studies Spec B.

Curriculum: Edexcel Religious Studies Spec B Christianity - ‘Matters of Life & Death’.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library
- Students are given direct scriptural sources that they must analyse, evaluate and apply a mixture of interpretations. This provides differentiation through historical, cultural and political general knowledge.

Spring Half Term 2

Block 3 – Weeks 7 to 9

Focusing on arguments for life after death – considering Christian arguments such as Jesus’ resurrection, paranormal, remembered lives and logic. Students are then asked to consider contrasting views in response from non-religious viewpoints/divergent Christian views. Students should use AO2 to appraise these arguments.

Block 4 - Weeks 10 to 12

Students are given the opportunity to discuss issues surrounding euthanasia, this should be in reference to contrasting non-religious and religious views whilst applying prior knowledge of the sanctity of life. They are also asked to look at Christian responsibilities in the natural world whilst looking at ideas from prior learning such as stewardship and dominion.

Notes/Links/Interleaving

Key Skills: Assessment objective 1 – demonstrating a knowledge and understanding of religion, and belief. Assessment objective 2: Analyse and evaluate aspects of religion and belief, including significance & influence, appraisal of arguments to reach a justified conclusion.

Interleaving: Builds on prior learning from KS3 year 8 ‘Christianity, Evil and Suffering’. Students will then have to use this knowledge to develop their understanding of the other seven topics within the Edexcel Religious Studies Spec B.

Curriculum: Following the Edexcel Religious Studies Spec B – Christianity. Topic – Matters of Life and Death.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library
- Students are given direct scriptural sources that they must analyse, evaluate and apply a mixture of interpretations. This provides differentiation through historical, cultural and political general knowledge.

Summer Half Term 1

Block 1 – Weeks 1 to 4

Focusing on divergent Christian attitudes towards marriage, love, sexual relationship, cohabitation and the importance of family with reference to non-religious standpoints. AO1 Knowledge Test -peer/self-assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. An opportunity to identify gaps in knowledge and to iron out any misconceptions.

Block 2 – Weeks 5 to 6

Students focus on divergent Christian attitudes around equality, healthy relationships, divorce and contraception. They must consider historical/cultural attitudes towards these controversial topics. Assessment focusing on religious terminology and quotations from sources of wisdom, this will be teacher marked so students will have specific targets to be working towards in the next half term.

Notes/Links/Interleaving

Key Skills: Assessment objective 1 – demonstrating a knowledge and understanding of religion, and belief. Assessment objective 2: Analyse and evaluate aspects of religion and belief, including significance & influence, appraisal of arguments to reach a justified conclusion.

Interleaving: Students will then have to use this knowledge to develop their understanding of the other seven topics within the Edexcel Religious Studies Spec B. Links to PSHE/Citizenship lessons through healthy relationships, sexual health and equality, prejudice and discrimination.

Curriculum: Edexcel Religious Studies Spec B Christianity - Marriage and the Family.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library
- Students are given direct scriptural sources that they must analyse, evaluate and apply a mixture of interpretations. This provides differentiation through historical, cultural and political general knowledge.

Summer Half Term 2

Block 3 – Weeks 7 to 9

Focus on attitudes towards Islam and an opportunity to de-bunk any misconceptions about Islam/terrorism/radicalisation. Students consider different interpretations of scripture and consider the importance of where the scripture has come from, be this the Qur’an, Hadiths or from an Imam/Caliphate.

Block 4 - Weeks 10 to 12

Issues surrounding conflict, specifically referring to the ethics of war, when is it acceptable to go to war? Is Allah and justified reason? Should we use weapons of mass destruction? Students are required to consider divergent Muslim attitudes and divergent non-religious views.

Notes/Links/Interleaving

Key Skills: Assessment objective 1 – demonstrating a knowledge and understanding of religion, and belief. Assessment objective 2: Analyse and evaluate aspects of religion and belief, including significance & influence, appraisal of arguments to reach a justified conclusion.

Interleaving: Students link this topic to their prior learning in KS3; Year 8 ‘Peace & Conflict’. Students can use knowledge to develop an understanding of the other 7 topics within the course. Links to PSHE/Citizenship lessons through equality, prejudice and discrimination. SMSC link through PREVENT and radicalisation.

Curriculum: Following the Edexcel Religious Studies Spec B – Islam. Topic – Peace and Conflict.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library
- Students are given direct scriptural sources that they must analyse, evaluate and apply a mixture of interpretations. This provides differentiation through historical, cultural and political general knowledge.

Year
11

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Crime and Punishment

Diversity

Crime and Punishment

Diversity

Autumn

- Justice
- Crime
- Good, evil and suffering
- Punishment
- Aims of Punishment

- Forgiveness
- Treatment of criminals
- The death penalty
- Assessment and feedback

Spring

Revision and Assessment

- Revision of entire GCSE course
- Weekly exams with teacher and peer assessment
- Feedback and Directed Improvement Reflection Time

Revision and Assessment

- Revision of entire GCSE course
- Weekly exams with teacher and peer assessment
- Feedback and Directed Improvement Reflection Time

Autumn Half Term 1**Block 1 – Weeks**

Crime and Punishment through Islam consists of exploring ethical, moral and religious debates of how to keep a society functioning so that human beings are free and safe. Students are invited to explore Quranic teachings and apply them to a range of issues within crime and punishment.

Block 2 – Weeks

Students continue with this topic and then will sit an end of topic exam which will be marked by the teacher, feedback is given for 1 hour lesson and students will either improve answers where they lost marks or will complete Stretch and Challenge tasks.

Notes/Links/Interleaving

Key Skills: compare and contrast, empathise, explain, express, interpret, make links, reflect, evaluate, appraise

Interleaving: The topic will build from prior learning in KS2 on Genesis' creation story in the Bible and how this can be interpreted literally and non-literally, The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer), Humanist ideas that science provides the most reliable source of knowledge about the world.

Essex Agreed Syllabus Link: Follows the recommended GCSE course option for all students.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library

Autumn Half Term 2**Block 3 – Weeks**

When we return after the half term, we begin to explore more mature themes of the Crime and Punishment topic such as the death penalty and torture of prisoners. Students will analyse ethical, moral and religious debates of how to keep a society functioning so that human beings are free and safe. Students are invited to explore Quranic teachings and apply them to a range of issues within crime and punishment.

Block 4 - Weeks

Students continue with this topic and then will sit an end of topic exam which will be marked by the teacher, feedback is given for 1 hour lesson and students will either improve answers where they lost marks or will complete Stretch and Challenge tasks.

Notes/Links/Interleaving

Key Skills: compare and contrast, empathise, explain, express, interpret, make links, reflect, evaluate, appraise

Interleaving: The topic will build from prior learning in KS2 on Genesis' creation story in the Bible and how this can be interpreted literally and non-literally, The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer), Humanist ideas that science provides the most reliable source of knowledge about the world.

Essex Agreed Syllabus Link: Follows the recommended GCSE course option for all students.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library

Spring Half Term 1**Block 1 – Weeks****Block 2 – Weeks**

Same as previous

Notes/Links/Interleaving

Key Skills: compare and contrast, empathise, explain, express, interpret, make links, reflect, evaluate, appraise

Interleaving: This term will focus on exam skills and knowledge recall in preparation for the GCSE exams in May.

Essex Agreed Syllabus Link: Follows the recommended GCSE course option for all students.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library

Spring Half Term 2**Block 3 – Weeks****Block 4 - Weeks**

Same as previous

Revision and Assessment - This term will focus on exam skills and knowledge recall in preparation for the GCSE exams in May. We will cover a topic each week with exam questions set as homework. These will be marked by the teacher weekly and fed back to the student.

Notes/Links/Interleaving

Key Skills: compare and contrast, empathise, explain, express, interpret, make links, reflect, evaluate, appraise

Interleaving: This term will focus on exam skills and knowledge recall in preparation for the GCSE exams in May.

Essex Agreed Syllabus Link: Follows the recommended GCSE course option for all students.

Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library