

RELIGIOUS STUDIES Intent

Our first two aims are to enthuse our students, and consolidate their varying RE experiences from primary schools. We want to do this while we also promote mutual respect and the value of being informed. We wish to give them an understanding of both religious diversity, and similarity.

We aim to provide accurate specialist knowledge, enable students to question what they're presented with in the media, counter divisive narrative they may encounter, and offer an inclusive alternative. We want to show students the impact of religion on the real world around them and embed a solid foundation for the sequence of GCSE lessons and units.

There is a strong intention to develop higher level thinking skills, and promote deep character development. We want to focus on students' understanding of their personal, mental and civil safety, broaden student perspectives on the world, mirror the school vision of resilient and self-confident students, and have a curriculum which is relevant to GCSE requirements. Ultimately, this all fits into our aim to promote students' capacities to think critically, openly, and inclusively, which we see as part of giving students private school opportunities in a public school environment.

RELIGIOUS STUDIES – Key Stage 3

| Term | Year 7 | | | Year 8 | | | Year 9 | | |
|--------|--|---|--|------------------|---|--|---|--|--|
| | Topic | Knowledge | Skills | Topic | Knowledge | Skills | Topic | Knowledge | Skills |
| Term 1 | The Abrahamic Faith Tradition Origins | Historic links between Judaism, Christianity and Islam. Stories of Abraham, Joseph and Moses. | Describe. Explain. Analyse Comparisons. Interpretation. Making links and connections. Comprehension. | Migration | Ways religion has spread around the world. Difficulties between 'religious borders'. Religion as a cause of migration. Difficulties practicing minority faith. | Describe. Explain. Analyse. Comparisons. Interpretation. Making links and connections. Comprehension. Read implications. Justify. Bias. Conceptualise. | Philosophy of Religion Reasons for belief in God - | The Big Questions cosmological, design, objections, religious experience | Describe. Explain. Analyse. Comparisons. Interpretation. Making links and connections. Comprehension. Read implications. Justify. Bias. Conceptualise. Evaluate. Synthesise. |
| | Founders: Christianity (Jesus) | Life and ministry of Jesus. | Describe. Explain. Analyse Comparisons. Interpretation. Making links and connections. Comprehension. | Conflict | Different religious attitudes to violence and conflict, ways religion has caused violence and conflict, and ways religion responds to violent situations and victims. | Describe. Explain. Analyse. Comparisons. Interpretation. Making links and connections. Comprehension. Read implications. Justify. Bias. Conceptualise. | Challenges – Arguments against God, evil and suffering RSE | the rise in atheism and challenges from science, the argument from science, stewardship, climate change etc Contraception, grooming, healthy relationships, sexuality + gender, mental well-being. | Describe. Explain. Analyse. Comparisons. Interpretation. Making links and connections. Comprehension. Read implications. Justify. Bias. Conceptualise. Evaluate. Synthesise. |

RELIGIOUS STUDIES – Key Stage 4

| Term | GCSE RE | | |
|--------|---|---|---|
| | Topic | Knowledge | Skills |
| Term 1 | Islam - Beliefs and Practices | Key beliefs, religious authority in Islam, worship, duties and festivals | AO1: 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. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence |
| | Christianity – Beliefs and Practices | Key beliefs, Jesus Christ and salvation, worship and festivals, The role of the church in the local and worldwide community | |
| Term 2 | Life and Death | Abortion, euthanasia, animal experimentation, the origins and value of the universe, the origins and value of human life. | AO1: 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. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence |
| | Peace and Conflict | Violence, WMDs, pacifism, religion violence terrorism and war, religion and belief in 21 st C conflict. | |
| | Crime and Punishment | Corporal punishment, death penalty, forgiveness, religion crime and the causes of crime, religion and punishment. | |
| | Human Rights and Social justice | Status of women in religion, uses of wealth, freedom of religious expression, human rights, wealth and poverty. | |
| Term 3 | Finish, Revision, and prep | | |