

## KS3 Religious Studies Curriculum Narrative

Key Stage 3 RS focuses on ensuring students have a baseline knowledge of core religious beliefs and practices. There are opportunities to both learn about and learn from religion in every lesson. The aim of the curriculum is to provide a solid foundation of fundamental beliefs within religion and faith, engage with key elements of scripture, make links between these beliefs and practices, their own lives, all while building an understanding of the diverse impact faith has on our world. From Year 7, students are taught key knowledge across world religions as well as engaging with specific people of faith and how their faith has impacted their lives. Moving into year 9 students consider wider concepts of philosophy and ethics. The aim is that, by the end of Key Stage 3, students are familiar with world religions and are able to confidently draw comparisons across these, as well as developing a broader world view and a fuller understanding of key issues within and relating to religion and ethics. Students are encouraged to think in an evaluative manner, developing skills of critical analysis.

## KS3 RELIGIOUS STUDIES Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p>Intro to RS at Manor:</p> <ul style="list-style-type: none"> <li>What is RS?</li> <li>Who are we and why is this relevant?</li> <li>Who is God? Where do these ideas come from?</li> </ul> <p>Assessment mid Autumn 1.</p> <p>Young Leaders Award - Unit 1: Faith</p> <ul style="list-style-type: none"> <li>Overview of what faith, the Bible and Church means to Christians</li> <li>What is the link between faith and leadership</li> <li>Engagement with specific people of faith from the past and present and how they have inspired change in their communities</li> <li>Engagement with charity and the links this has with faith.</li> </ul> <p>People of Faith Booklet: marked piece</p>		<p>The Christian Church</p> <ul style="list-style-type: none"> <li>The origins of the early Church.</li> <li>What is a denomination and why do they exist?</li> <li>Specific engagement with key denominations in Christianity</li> <li>What does scripture tell us about Church and worship?</li> </ul> <p>Ofstich Assessment</p> <ul style="list-style-type: none"> <li>Church review</li> <li>How do specific churches (chosen with permission) meet the scripture commands to worship and provide for the communities they serve?</li> </ul>		<p>World Faiths leading into Islam</p> <ul style="list-style-type: none"> <li>Students to consider their own world view and how the community they live in and their specific experience informs how they view the world.</li> <li>Why would this be different if they were born in a different part of the world?</li> </ul> <p>Islam</p> <ul style="list-style-type: none"> <li>Students to engage with the Five Pillars of Islam</li> <li>Islam in the UK</li> </ul> <p>Islam Assessment</p>	

<b>Year 8</b>	<p>The Bible</p> <ul style="list-style-type: none"> <li>• An overview and structure of the Bible</li> <li>• Engagement with Old Testament Law and New Testament Grace</li> <li>• Why do people do good and bad? The Fall and Original Sin.</li> <li>• Should people of faith be greener than others? What does it mean to be a good steward?</li> </ul>	<p>YLA – Hope into Action</p> <ul style="list-style-type: none"> <li>• What does it mean to be part of a community?</li> <li>• Who makes up the communities we are part of and how do we support those around us</li> <li>• Engagement with key parables</li> </ul> <p>(Action projects introduced and to be completed by the end of Easter)</p> <p>Life of Jesus</p> <ul style="list-style-type: none"> <li>• Parables</li> <li>• Miracles</li> <li>• The Gospel</li> <li>• Salvation</li> </ul>	<p>YLA (Ref and Evi Book write up)</p> <p>Life of Jesus Assessment</p> <p>Buddhism</p> <ul style="list-style-type: none"> <li>• The Life of Siddhartha Gautama</li> <li>• The Three Marks of Existence</li> <li>• The Four Noble Truths</li> <li>• The Eightfold Path</li> </ul> <p>Buddhism Assessment</p>
<b>Year 9</b>	<p>What are Ultimate Questions?</p> <ul style="list-style-type: none"> <li>• Students to engage with what Philosophy and Ethics are and how they are relevant in our lives</li> </ul> <p>Christianity Beliefs and Teachings</p> <ul style="list-style-type: none"> <li>• Deeper engagement with the Christian understanding of God</li> <li>• How do Christians engage with beliefs about creation?</li> <li>• What happens when we die?</li> <li>• The role of Christ in Salvation.</li> </ul>	<p>Peace and Conflict</p> <ul style="list-style-type: none"> <li>• Engage with the concepts of peace, justice, forgiveness and reconciliation and how these concepts are embedded in scripture</li> <li>• Consider the reasons for conflict and disagreement and how to engage positively with these issues.</li> <li>• Beliefs about the Sanctity of Life are frequently referred to in this unit.</li> </ul>	<p>Christian Practices</p> <ul style="list-style-type: none"> <li>• Students learn about the sacraments within the Christian faith</li> <li>• Consider the role of the Church at home and abroad</li> </ul>

## KS4 Religious Studies Curriculum Narrative

The AQA GCSE syllabus fully prepares students for A level study in Religion, Philosophy and Ethics. At GCSE, students will apply the religious and ethical thematic knowledge they have gained in Key Stage 3 to three core modules: Christianity, Islam and Thematic studies in the modern world. Within 'Christianity', students will focus on both 'beliefs and teachings', as well as Christian 'practices'. Key aspects studied within beliefs and teachings include the Trinity, Christian responses to evil and suffering and the nature of God. Key Christian practices studied include Sacraments such as Baptism and the Eucharist, along with important Christian pilgrimages.

Within 'Islam', students also study both 'beliefs and teachings' and 'practices'. Key beliefs and teachings include the 99 names of Allah, the six articles of faith in Sunni Islam, the five roots of faith in Usul ad-Din in Shi'a Islam, prophet hood and the role of angels in Islam. Key practices studied include the Five Pillars of Islam, lesser and greater jihad and key Islamic festivals, including Eid-ul-Adha, Eid-ul-Fitr and the Day of Ashura. Within religious, philosophical and ethical studies in the modern world, students will cover a range of thematic topics, including: issues of life and death, issues of human rights, issues of good and evil and issues of relationships. Within these core modules, students study a range of ethical issues including capital punishment, censorship, euthanasia, abortion, the role and purpose of marriage and religious attitudes to crime and punishment. Throughout these four modules, students will focus on diversity of religion, contrasting and comparing the religious views and attitudes of Christianity and Islam throughout, as well as considering diversity within religion, such as Protestant and Roman Catholic views within Christianity and other faiths.

## KS4 RELIGIOUS STUDIES Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	Islam Beliefs and Teachings: <ul style="list-style-type: none"> <li>Students will consider the basis of faith in both Sunni and Shia Islam investigating the 6 Articles of Faith and 5 Roots of Usul ad Din</li> <li>Students engage with key concepts of Tawhid, Angels, Akhirah, Prophethood, Predestination, Life after Death and The Imamate.</li> <li>Students will understand the diversity of belief within Islam, looking at key similarities and differences between Sunni and Shia Islam</li> </ul>		Religion and Life: <ul style="list-style-type: none"> <li>Students will consider how people of faith and humanity should care for God's creation engaging with issues of pollution, stewardship and dominion.</li> <li>Students will engage with how people of faith understands the ability to use its God given intelligence to support and sustain life and whether the experimentation on animals is acceptable</li> <li>Contentious issues of Abortion and Euthanasia are investigated.</li> <li>Beliefs about the Sanctity of Life are frequently referred to in this unit.</li> </ul>		Islam Practices: <ul style="list-style-type: none"> <li>Students will build on their KS3 knowledge of the 5 Pillars of Islam.</li> <li>Students will learn about key festivals including Eid-ul-Adha, Eid-ul-Fitr and the Day of Ashura.</li> <li>The Ten Obligatory Acts in Shia Islam are introduced, showing the key practical differences to Sunnis along with the similarities and overlaps.</li> </ul>	

<b>Year 11</b>	<p>Religion, Crime and Punishment:</p> <ul style="list-style-type: none"> <li>● Students will revisit concepts of good and evil.</li> <li>● Students will consider different types of crime and how religion engages with these.</li> <li>● The different aims of punishment are introduced and whether different practical ways in which punishment can be delivered meets these aims.</li> <li>● Students specifically look at how prison, community service, corporal and capital punishment are used and whether these fit with religious beliefs about the aim of punishment.</li> <li>● Beliefs about the Sanctity of Life are frequently referred to in this unit.</li> </ul>	<p>Relationships and Family:</p> <ul style="list-style-type: none"> <li>● Religious attitudes towards homosexuality</li> <li>● Religious attitudes towards sexual relationships outside marriage</li> <li>● Religious attitudes towards the use of contraception</li> <li>● The Purpose of Marriage and the sacrament of marriage</li> <li>● Religious attitudes to divorce and remarriage</li> <li>● The Nature and Purpose of Family</li> </ul>	<p>Revision</p>	
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