

CURRICULUM PLAN: RELIGIOUS STUDIES

Department: RELIGIOUS STUDIES

Vision Statement:

The RS curriculum at CHCS intends to create students' knowledge and understanding of both religious and secular worldviews through delivery of a varied and reflective curriculum. The RS curriculum sets out to challenge and explore possible answers to these questions about what it means to be human, arising out of and relating to different religious, spiritual, and secular traditions. This is done to deepen awareness of the influence of belief on individual's lives and their community's whilst also exploring the similarities and differences in, and between traditions. Through the study of RS students are encouraged to develop skills of reasoning about ideas of belief, truth, ethics and purpose of faith and non-faith ways of living today. It also aims to support their spiritual, moral, social, and cultural development. Whilst broadening their sense of identity and what it means to belong in the City of Wolverhampton, so that they may flourish in their lives and the communities they belong to within it and outside of it.

Strapline:

'One world where we all fit in.'

Skills developed in Key Stage Three:

These types of knowledge should not be artificially separated from each other.

Substantiative knowledge

Disciplinary knowledge

Personal knowledge

Formative assessment: PERSONAL KNOWLEDGE IN RE

Students are given the time in lessons and homework activities better understand and interrogate their own position.

Summative assessment:

Knowledge – know about the topics covered – SUBSTANTIATIVE KNOWLEDGE IN RE

Understanding – be able to explain knowledge further. SUBSTANTIATIVE KNOWLEDGE IN RE

Influences – explain the impact that beliefs have on believers. DISCIPLINARY AND SUBSTANTIATIVE KNOWLEDGE IN RE

Interpretation – explain what religious believers interpret these teachings to mean. DISCIPLINARY AND SUBSTANTIATIVE KNOWLEDGE IN RE

Analysis – analysis sacred writings or religious leaders' comments and explain what it teaches religious believers about God.

Evaluation – weigh up different religious arguments for and against a statement, making a critical conclusion about which argument is more persuasive with justifications. DISCIPLINARY AND SUBSTANTIATIVE KNOWLEDGE IN RE

These skills are the building blocks and foundation for successful assessment in Key Stage Four.

Year 7:						
Topics	Why we teach this?	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	HPL
10 weeks:						
What is a 'covenant'?	Students need to know what is meant by a 'covenant'. To be aware that the Bible teaches 8 covenants: from the Adamic covenant through to the new and regenant covenant.	Builds on KS2 curriculum: Adam and Eve and Noah, along with the Christmas and the crucifixion accounts. It also introduces new knowledge from KS3 to build on for other future units taught at KS4 Christian Beliefs and Teachings.	Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness of the different types of covenants we can enter in life. Awareness of the way in which the Bible is put together and the purpose it was written.	Intellectual Confidence
10 weeks						
What are the dharmic faiths key teachings?	Students need to know what the cross over between the Hindu, Buddhist, Sikh and Jain faiths are. Focussing on key cross over teachings of: karma, dharma, maya, reincarnation samsara, atma/n moksha/mukti.	Builds on KS2 curriculum in order to ensure students have a commonality of language from the Eastern faiths.	Year Seven: Summer 1: What is it to be like a member of Hinduism and Sikhi today? Year 8: Spring 1 What is good and right? What is wrong and evil? Year 8: summer 2: Death: Is it the end? Year 9: Autumn 2: Perceptions of Religion.	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness that other students in the class hold these beliefs to be truth and that different students believe different aspects of these truths.	Seeing Alternative Perspectives
10 weeks						
Why do Christians believe Jesus is God on Earth?	Students need to know what the seven 'I am' statements of Jesus are according to the Bible and what this means to Christians.	Builds on KS2 curriculum: where students may have learned about Jesus's birth and death.	Year 7: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness that other students in the class who are Christian believe these teachings to be true.	Connection Finding
10 weeks						

War and Peace	Students need to know why some people think that religion causes war and some think it is a force for peace.	Year Seven: Summer 1: What is it to be like a member of Hinduism and Sikhi today? Year 8: Spring 1 What is good and right? What is wrong and evil? Year 8: summer 2: Death: Is it the end?	Year 8: summer 2: Death: Is it the end? Year 9: Autumn 2: Perceptions of Religion.	Knowledge Understanding Influences Interpretations Analysis Evaluation	Consider if society thinks that religion causes war as opposed to the facts about the causes of war.	Alternative Perspectives
10 weeks:						
Creation Stories	Students need to know how creation stories link to caring for the environment.	Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile?	Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Explore the factors that can make someone be both scientific in their thinking and religious in their lives.	Precision Concerned for Society

Year 9:						
<u>Topics</u>	<u>Why we teach this?</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>HPL</u>
10 weeks						
Death: Is it the end?	Students need to know what different religions believe about death and what may happen after it.	Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it?	Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Explore the fundamental question in life and explore potential answers in a safe environment.	Concerned for society Precision
Perceptions of religion	Students need to know about the different perceptions have about religion.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end?	Year Nine Whole year unit on Philosophy GCSE Paper 2 Theme D and E	Knowledge Understanding Influences Interpretations Analysis Evaluation	Students have an opportunity to openly express views and listen to those of others that they may not be aware of before	Intellectual Confidence Precision

<u>10 weeks</u>						
Philosophy of religion	Students need to know about what Plato taught about the duality of humanity and 'The Cave'. Students will learn about the atheist and religious believers' reasons philosophically for believing in God.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion.	Year Nine Whole year unit on Philosophy GCSE Paper 2 Theme B	Knowledge Understanding Influences Interpretations Analysis Evaluation	Students exposed to ancient Greek teachings from 2500 years ago. Exploring Descartes 'I think therefore I am' and Thomas Aquinas' First Cause Theory. Darwinism, Freud, Marx and Nietzsche are explored too.	Connection Finding
<u>10 weeks</u>						
Introduction to Sikhi Introduction to Christianity	Students need to know how Sikhi and Christianity began and the historical; narratives behind the two faiths ready for GCSE studies.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion.	Links to GCSE	Knowledge Understanding Influences Interpretations Analysis Evaluation	Exposure to Sikhi life and how it developed in India and the UK Exposure to the historical development of Christianity.	Concerned for society Connection Finding

Theme B	Students' knowledge and understanding of the GCSE topics' key teachings and beliefs and how these are put into practise now linking these to the study of ethical issues that affect religious believers and non-religious believers' actions.	Builds on GCSE curriculum: Links to Christian and Sikhi beliefs and teachings and practices.	Paper 1 Beliefs, Teachings and Practices in Christianity and Sikhi. Theme B Theme D Theme E	Theme B: - Question 3 4-mark question, can only be asked about: Abortion Euthanasia Animal experimentation	Students understand on a wider level how the world works with regards to different people's moral and ethics.	Intellectual Confidence Linking Concerned for Society
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<u>Year 11:</u>						
<u>Topics</u>	<u>Why we teach this?</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>HPL</u>
<u>Autumn:</u>						
Theme D Theme E	Students' knowledge and understanding of the GCSE topics' key teachings and beliefs and how these are put into practise now linking these to the study of ethical issues that affect religious believers and non-religious believers' actions.	Builds on the other theme units. Links to Beliefs, Teachings and Practices for Christianity and Sikhi.	Paper 1 Beliefs, Teachings and Practices in Christianity and Sikhi. Theme B Theme D Theme E	Theme D: Question 3 4-mark question, can only be asked about: Violence Weapons of mass destruction Pacifism Theme E: Question 3 4-mark question, can only be asked about: Corporal punishment Death penalty Forgiveness	Students understand on a wider level how the world works with regards to different people's moral and ethics.	Concerned for Society Linking
<u>Spring:</u>						
REVISION	Students need to thoroughly revise the course.	Builds on all previous learning from Key Stage Three to Four.	N/A	• Knowledge • Understanding • Influences • Application of religious teachings and knowledge of religious teachings • Evaluation		