

Key Stage: 4

Ks4 Curriculum

At KS4 all learners are entered for the AQA full course GCSE spec A which consists of two separate exams. Learners study both Christianity and Islam and thematic studies including religion and life, crime and punishment, peace and conflict and human rights and social justice. The GCSE spec is designed to give students an understanding of religion and non-religion worldviews that makeup Great Britain. Students gain insightful knowledge that allows them to know the ways religions are practiced in the 21st century.

In order to ensure that students develop confidence with the powerful knowledge at ks4, the curriculum is heavily interleaved with synoptic links made between all units. The ks4 curriculum is underpinned by exam practice and recall to aid long term learning.

Year 10	Year 10	Year 10	Year 10	Year 11	Year 11
<p>Christian beliefs. This unit of work is designed to give students and understanding of the nature and place of Christianity as a diverse faith within Modern Britain. Students are given the opportunity to explore the key beliefs of Christianity through the interpretation of scripture. Students also explore the diversity of belief within Christianity looking at the complex nature of the Christian faith.</p> <p>In particular students focus on the following areas:</p> <ul style="list-style-type: none"> • The nature of God and the problem of evil • The oneness of God and the Trinity including the importance of God the Father, 	<p>Christian Practices- This unit of is designed to give students an understanding of the ways Christianity is lived amongst followers. The unit gives clarity around the key beliefs and what these mean to Christians but also recognises the diversity and complexities of being a Christian in the modern world.</p> <p>In particular students focus on the following areas:</p> <ul style="list-style-type: none"> • Christian worship and their significance • Liturgical and non-liturgical prayer including use of the Bible • Private worship and the 	<p>Islam beliefs: This unit of work is designed to give students an understanding of the religion of Islam. Students learn the place of Islam within modern Britain and take a look at what it means to be a Muslim the 21st Century. A key focus on Quranic teachings and Prophetic hadith and their interpretations give students an understating of the religion's complexities.</p> <p>In particular students focus on the following areas:</p> <ul style="list-style-type: none"> • The six articles of faith and the five roots of Usul-ad-Din. 	<p>Islam Practices: This unit of work explores the key practices of Islam and gives students an understanding of what it means when Islam is lived as a faith. Students learn what it means to be a Muslim and how Islam is put into action.</p> <p>In particular students focus on the following areas:</p> <ul style="list-style-type: none"> • Five pillars of Islam and the 10 obligatory acts • Shahdah 	<p>Through the themes units, students are expected to show their understanding of religious and non-religious perspectives on a range of issues. Students take a ethical and philosophical look arguments understanding their impact in the modern world.</p> <p>Thematic Studies: Religion and Life.</p> <ul style="list-style-type: none"> • Origins of the universe • Value of the world including stewardship, dominion, responsibility, awe and wonder 	<p>Thematic studies: Peace and Conflict:</p> <ul style="list-style-type: none"> • The meaning and significance of Peace, justice, forgives and reconciliation • Violence including violent protests • Terrorism • Reasons for war, including greed, self defence and retaliation • The just war theory including the criteria for just war • Holy war and Pacifism • Religion as the cause of war in the 21st century • Nuclear weapons including nuclear deterrence • WMD

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<p>God the Son and God the Holy Spirit</p> <ul style="list-style-type: none"> • Different Christian beliefs about the creation of the world (John 1-3, genesis 1-3) • Different Christian beliefs about the afterlife including, resurrection, life after death, judgement and heaven and hell. • Jesus Christ and Salvation • The incarnation • Crucifixion, resurrection and the ascension • Sin, including original sin • Salvation including law, grace and spirit • Atonement 	<p>importance for believers</p> <ul style="list-style-type: none"> • Prayer including the Lord’s prayer, informal prayer and set prayer • The importance of sacraments including baptism, infant baptism and the variation of beliefs. • The importance of the Eucharist and the differing ways it is celebrated • The importance of pilgrimage including a focus on Iona and Lourdes. • The celebrations of Christmas and Easter including the importance of each • The role of street pastors and food banks • Mission and evangelism <p>Church responses to persecution and Christian responses to poverty.</p>	<ul style="list-style-type: none"> • Tawhid including Surah 112 • The nature of God and how this differs between Sunni and Shia Muslims • Angels and their roles including Jibril and Mik’ail • Predestination and the relationship to the day of judgement • Akhirah and human responsibility • Risalah • Holy books including the revelation of the Qur’an. • The authority of other books including the Torah, the Psalms, The Gospels and the scrolls of Ibrahim <p>The role of and significance of the</p>	<ul style="list-style-type: none"> • Salah and it’s significance for Muslims • The purpose and importance of Jumma prayers • Sawm • Zakah • Hajj • Lesser and Greater Jihad and the conditions of Just War. • Festivals and commemorations and their place in Modern Britain. 	<ul style="list-style-type: none"> • The use and abuse of the environment • The use and abuse of animals • The origins of human life/the sanctity of life • Abortion/euthanasia • Beliefs about death and the afterlife <p>Thematic Studies: Crime and Punishment</p> <ul style="list-style-type: none"> • Good, evil and suffering • Reasons for crime- poverty, upbringing, mental illness, greed, addiction, hate • Opposition to unjust laws • Views about the aims of punishment 	<ul style="list-style-type: none"> • Peace making • Religious responses to war <p>Thematic Studies: Human rights and social Justice</p> <ul style="list-style-type: none"> • Prejudice and discrimination including the treatment of women and homosexuals • Religious freedom and religious expression • Social justice • Racial prejudice and discrimination • Right attitude to wealth and the use of wealth • Tackling poverty and the responsibility to do so • Exploitation of the poor including, fair pay, people trafficking and excessive interest on loans • Charity and giving to those in need
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		Imamate for Shi'a Muslims.		<ul style="list-style-type: none"> • Retribution • Deterrence • Reformation • Prisons • Community service • Corporal punishment • Capital punishment • Forgiveness • The principle of utility • Ethical arguments related to crime and punishments 	
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Key Vocabulary

Omnipotent/Omnibenevolent /omniscient/transcendent/stonement/salvation/trinity/incarnation/crucifixion/resurrection/	Prayer/Worship/Sacrament/Baptism/Eucharist/Pilgrimage/Mission/Evangelism/persecution	Tawhid/Risalah/Al Qadr/Akhirah/Kutub/Allah/ Qur'an/Shirk/Imam/Imamate/Sunni/Shi'a/malaikah	Shahadah/Salah/Zakah/Sawm/Hajj/The five pillars/10 obligatory acts/Layla-tul-Qadr, Eid, Shirk, Wudu. Ramadhan, Jummah	Origins of the universe/origins of human life/Stewardship, dominion, sanctity of life/abortion, euthanasia, life after death, judgement, heaven, hell, purgatory Good, evil, suffering, retribution, deterrence, reformation, forgiveness, corporal punishment, capital punishment, principle of utility	Violence/violent protests, terrorism, peace, peace-making, peace-makers, self defence, retaliation, just war, pacifism, Jihad, WMD, nuclear weapons Prejudice/discrimination/rights/responsibility/religious freedom, religious expression, wealth, poverty, exploitation, poor, LEDC.
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CEIAGS

Religious studies acts as a facilitating subject and can lead a large number of opportunities. Students that go onto further and higher education are taught key skills within RS that will aid their success. Similarly those that go onto apprenticeship are taught key skills that will enable them to be successful.

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- ✓ Critical analysis
- ✓ Argumentation
- ✓ Research skills
- ✓ Interpretation and inference
- ✓ Written communication
- ✓ Time management
- ✓ Problem solving
- ✓ Making judgements
- ✓ Assessing ideas and arguments
- ✓ Understanding qualitative and quantitative data