

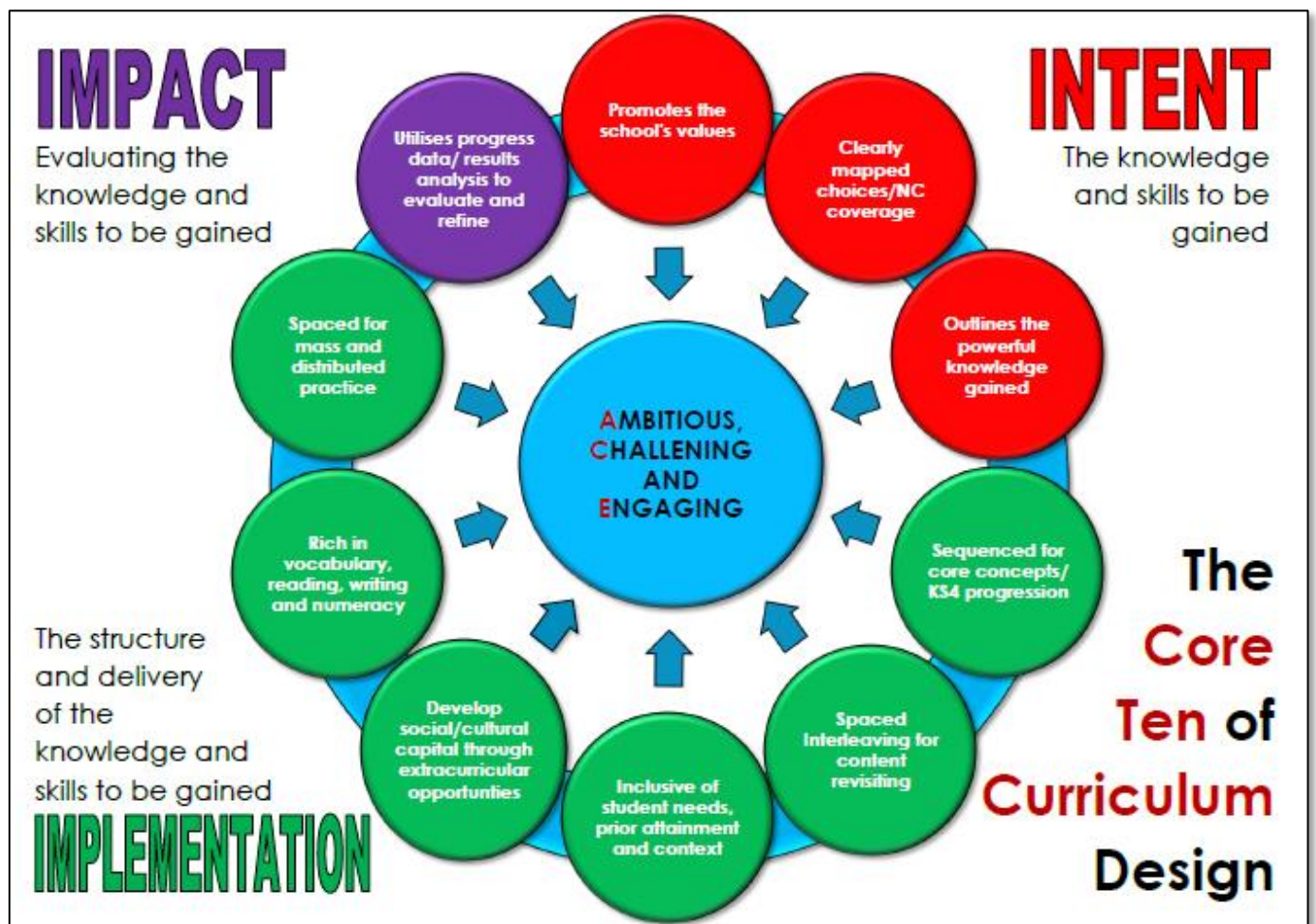
# 1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: Religious Studies

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Created: April 2020

Updated: May 2020



## THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

**Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.**

**How are you trying to accomplish this, with this Programme of Study (PoS)?**

**DEFINITION:** Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

- Our GCSE covers two of the major world religions, and four contemporary ethical themes ensuring students have a diverse choice of intriguing subjects to explore.
- Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.
- Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

**Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?**

Students will be able to consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They will be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. Students will study the influence of the beliefs, teachings and practices of individuals, communities and societies. Common and divergent views within Great Britain in the way beliefs and teachings are understood and expressed will be considered be included throughout. Students will be able to refer to a range of different religious and secular perspectives in their answers.

**Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?**

- **Ambitious** – Students are encouraged to aim beyond they target grade irrelevant of prior attainment.
- **Brave** – Students are encouraged to engage with beliefs other than their own, and explain the rationale behind other people's points of view. They are also encouraged to be evaluative of their own viewpoints.
- **Kind** – Students are encouraged to engage with beliefs other than their own in a respectful and academic way. They are encouraged to promote values such as tolerance and respect.

**KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification?**

*(Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)*

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Introduction to Christian Beliefs	Theme D: Religion, peace and conflict	Introduction to Islamic Beliefs and Practices	Theme A: Relationships and families	Further Christian Beliefs and Practices	Further Islamic Beliefs

	<b>Specification/ Assessment Objective</b>	<p>Nature of God: God as omnipotent, loving and just, and the problem of evil and suffering</p> <ul style="list-style-type: none"> <li>• the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>• Different Christian beliefs about creation including the role of Word and Spirit.</li> <li>• Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> </ul>	<p>Explaining and evaluating contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious or secular tradition:</p> <ul style="list-style-type: none"> <li>• Violence.</li> <li>• Weapons of mass destruction.</li> <li>• Pacifism.</li> </ul>	<p>Shahadah: declaration of faith and its place in Muslim practice.</p> <ul style="list-style-type: none"> <li>• Tawhid (the Oneness of God),</li> <li>• The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.</li> <li>• Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</li> <li>• Angels, their nature and role, including Jibril and Mika'il.</li> <li>• Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>• Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</li> </ul>	<p>Explaining and evaluating contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious or secular tradition:</p> <ul style="list-style-type: none"> <li>• Contraception.</li> <li>• Marriage</li> <li>• Sexual relationships before marriage.</li> <li>• Homosexual relationships.</li> <li>• Families and gender equality</li> </ul>	<p>Jesus Christ and salvation</p> <ul style="list-style-type: none"> <li>• Beliefs and teachings about: <ul style="list-style-type: none"> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin, including original sin</li> <li>• the means of salvation, including law, grace and Spirit</li> </ul> </li> <li>• the role of Christ in salvation including the idea of atonement.</li> <li>• The role of the Church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and Church growth.</li> <li>• The importance of the worldwide Church including: <ul style="list-style-type: none"> <li>• working for reconciliation</li> <li>• how Christian churches respond to persecution</li> <li>• the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</li> <li>• The holy books: <ul style="list-style-type: none"> <li>• Qur'an: revelation and authority</li> <li>• the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</li> </ul> </li> <li>• The imamate in Shi'a Islam: its role and significance.</li> <li>• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> <li>• Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).</li> </ul>
11	<b>Unit/Topic</b>	<b>Theme B: Religion and Life</b>	<b>Theme E: Religion, crime and punishment</b>	<b>Islam Practices and Revision</b>	<b>Christian Practices and Revision</b>		

	<p><b>Specification/ Assessment Objective</b></p>	<p>Explaining and evaluating contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious or secular tradition: The Sanctity of Life • The origins of humanity and the universe • Abortion. • Euthanasia. • Animal experimentation</p>	<p>Explaining and evaluating contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious or secular tradition: Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime • The aims of punishment • The treatment of criminals • Corporal punishment. • Death penalty. • Forgiveness.</p>	<ul style="list-style-type: none"> <li>• Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</li> </ul>	<p>Different forms of worship and their significance: • liturgical, non-liturgical and informal, including the use of the Bible • private worship. • Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: • the meaning of sacrament • the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism • the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. • The role and importance of pilgrimage and celebrations including: • two contrasting examples of Christian pilgrimage: Lourdes and Iona • the celebrations of Christmas and Easter, including their importance for</p>	
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**Exam specification content missing from this PoS and why? Content taught in addition to the exam specification and why?**

**N/A** – The whole of the relevant specification is taught choosing 2 possible world religions from 6 and 4 ethical themes from a possible 6 themes and 2 textual studies.

- Islam has been chosen as it fits the specialisms of the current teaching staff and is the second largest religious tradition in modern British society. There has been some base-laying work done in KS3 about Islam in a modern British Context – this should ensure that in our local context our students will be able to engage with some of the issues that Muslims face in Britain today.
- The themes selected have been chosen above textual studies as they are more engaging for our students. The selected themes also have levels of overlap with both each other and the religions units – this should make the sheer amount of knowledge used in revision an easier workload.

**N/A**

**Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)**

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	<b>Powerful Knowledge</b>	Introduction to the major religious tradition in British society as defined by the GCSE exam board.	To understand and evaluate how different people react to major world issues.	Introduction to a growing religious tradition in British society. Engaging with people from different religions	To understand and evaluate how different people react to major world issues.	Continued from previous Term 1	Continued from term 3
	<b>Why it is important to know</b>	To understand modern religious beliefs and practices. To encourage critical thinking and analysis.	To evaluate the role in religious belief in the context of modern ethical issues. To apply critical thinking to modern ethical dilemmas.	To understand modern religious beliefs and practices. To encourage critical thinking and analysis.	To evaluate the role in religious belief in the context of modern ethical issues. To apply critical thinking to modern ethical dilemmas.	To understand modern religious beliefs and practices. To encourage critical thinking and analysis	To understand modern religious beliefs and practices. To encourage critical thinking and analysis

11	<b>Powerful Knowledge</b>	To understand and evaluate how different people react to major world issues.	To understand and evaluate how different people react to major world issues.	Continued from Y10 Terms 1 and 5	Continued from Y10 Terms 3 and 6
	<b>Why it is important to know</b>	To evaluate the role in religious belief in the context of modern ethical issues. To apply critical thinking to modern ethical dilemmas.	To evaluate the role in religious belief in the context of modern ethical issues. To apply critical thinking to modern ethical dilemmas.	To understand modern religious beliefs and practices To encourage critical thinking and analysis	To understand modern religious beliefs and practices To encourage critical thinking and analysis

#### How does the Curriculum Intent meet the ACE curriculum design?

**Ambitious** Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their examination performance.

**Challenging** Students are challenged to empathise with views other than their own and critically evaluate their own ideas.

**Engaging** The course content has been chosen to include issues relevant to students own understanding about the world.

#### What are the current strengths of the Curriculum Intent?

- The programme of study has correctly evolved over the past few years, learning from previous implementation and feedback, for instance the removal of the Hinduism element replaced by Islam.
- A good level of thought has gone into the programme of study and how to support the learning process of students
- The discussion of powerful knowledge is good and in the spirit of the new curriculum design

#### What specific actions have to be taken in response to the above? Please consider:

- KS4 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- Consider finishing the course early in Year 11, in order to allocate time for exam revision and technique
- Create a CPD action plan, in order to support staff in the department
- Consider staff in the department marking for the exam board
- Quality Assure the document with another school