

3. FIVE YEAR CURRICULUM PLAN

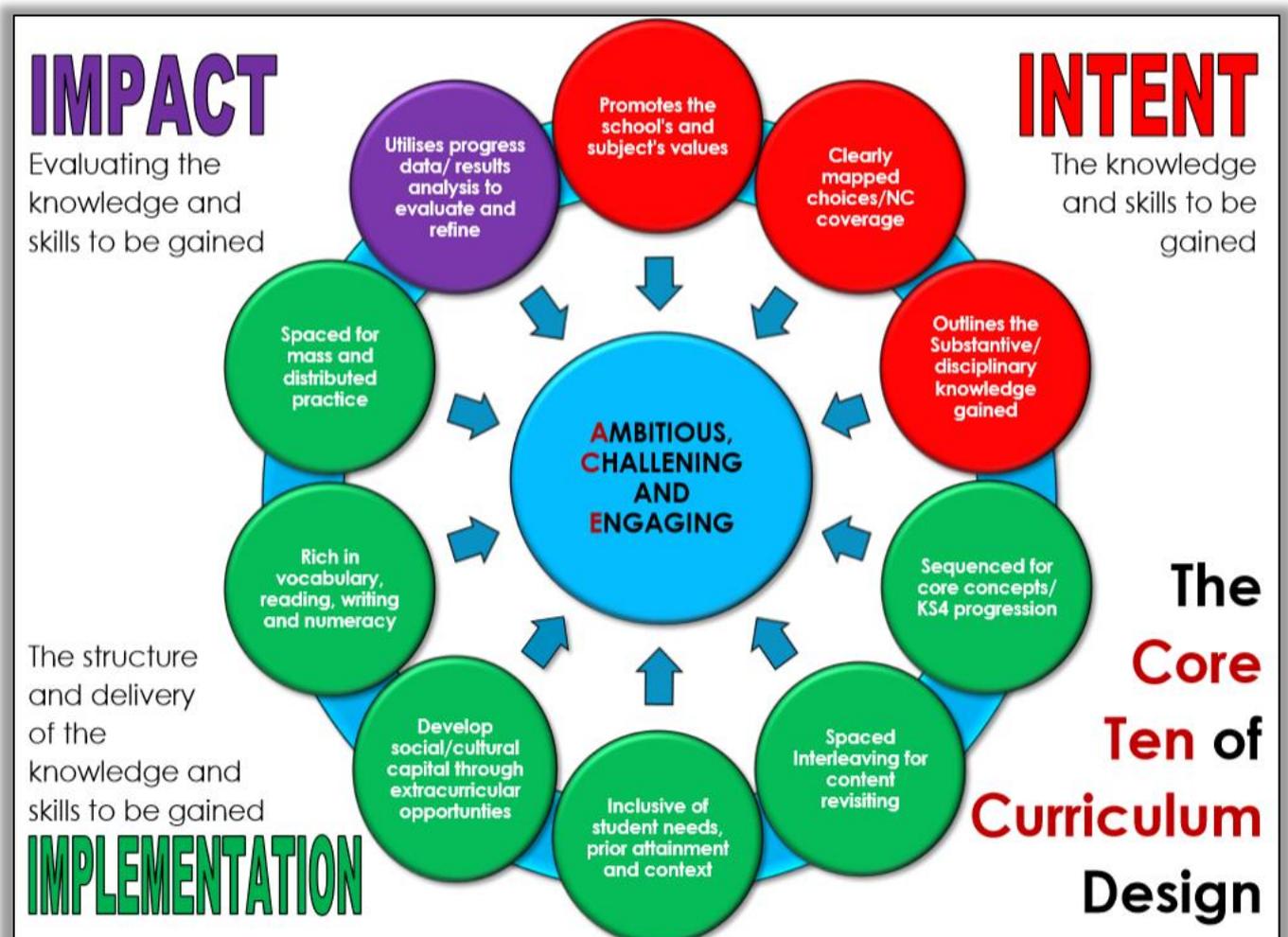
Key Stage 3 and 4

Subject: Religious Studies

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Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

KS3 – Year 7 Year Plan

Intent

Aims:	<p>To set the foundation of what Religious Studies sessions are at Amington. To begin to address the diversity of religious belief in a global, national and local context. To provide an introduction to the keep people and religious texts used in the major six world religions. To introduce students to the two largest religious traditions in Britain today, Christianity and Islam.</p> <p>Taken from the Staffordshire SACRE LAS: An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.</p>
Academy values:	<p>Ambitious: Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their progress.</p> <p>Challenging: Students are challenged to empathise with views other than their own and critically evaluate their own ideas.</p> <p>Engaging: The course content has been chosen to include issues relevant to students own understanding about the world.</p>

Units of Study:

Unit/Topic 1	Content:	Looking for God	NC Content:	
	Key Concepts:	Truth, Origins, Revelation, Miracles	Powerful Knowledge:	Introduction to critical philosophical analysis. Opportunity to explore own personal beliefs.
Unit/Topic 2	Content:	Key Religious Figures	NC Content:	N/A
	Key Concepts:	Jesus, Moses, Muhammad, Buddha, Guru Nanak, Vyasa	Powerful Knowledge:	Introductory knowledge of the central figures behind major world traditions

Unit/Topic 3	Content:	Places of worship	NC Content:	N/A
	Key Concepts:	Churches, Synagogues, Mosques, Gurdwaras, Hindu and Buddhist Temples.	Powerful Knowledge:	Introduction to the basic religious practices and worship places.
Unit/Topic 4	Content:	Beliefs and Practices: Christianity	NC Content:	N/A
	Key Concepts:	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Powerful Knowledge:	Introduction to the major religious tradition in British society as defined by the GCSE exam board.
Unit/Topic 5	Content:	Beliefs and Practices: Christianity 2	NC Content:	N/A
	Key Concepts:	Jesus, Christianity and History, Forgiveness, St Paul, The Resurrection	Powerful Knowledge:	Continued from previous term...
Unit/Topic 6	Content:	Beliefs and Practices: Islam	NC Content:	N/A
	Key Concepts:	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Powerful Knowledge:	Introduction to a growing religious tradition in British society. Engaging with people from different religions

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Progression from KS2:	Varies depending on the focus of both the school they have joined us from and focus of their individual classroom teachers at KS2 – Some students arrive with very little prior knowledge, some arrive with an emphasis having been placed on Christianity and others have some key facts about some religious traditions.	
Progression to Year 8:	Students will be aware, important questions relating to 'religious truth', of key figures in the major 6 world religions, key sacred texts and have an understanding of what is important in the Christian and Islamic religious traditions.	
Spaced Interleaving:	The major focus of interleaving will be in revisiting skills. The department is committed to ensuring the use of Point, Evidence, Explanation style paragraphs in order to develop these skills towards KS4. Powerful knowledge will be revisited in DNA activities and as evidence to address important world questions throughout KS3. As the course progresses the potential for interleaving through comparative religious studies increases.	

Student Needs:	SEND:	Differentiated resources as needed , such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Use of I –we you modelling checking for understanding new skills and concepts.	Context	In Tamworth in 2016, the largest religious group was Anglican (30.0% of all people), while 19.6% of people had no religion and 9.3% did not answer the question on religion, of this number relatively few people regularly attend a place of worship to practise religion. The PoS is appropriate as it allows discovery of knowledge about a variety of different worldviews whilst taking reference to Christianity as to the main religious tradition of Great Britain and non-religious beliefs.
	LPA:	Lower Prior Attainment students will benefit from the varying support appropriate for different SEND issues. Interleaving of skills referring back to prior attained knowledge will improve retention over the course and assist in accelerating progress.	HPA:	Higher Prior Attainment students must have an appropriate challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used.
Extracurricular:	Potential for visit to local Church/Mosque. Potential for visiting speakers.			
Literacy/Numeracy:	Vocab (tier 2/3):	Theist, Atheist, Agnostic, Creation, Miracles Monotheism, Polytheism, Design	Reading:	Literacy embedded throughout: <ul style="list-style-type: none"> Encouraged use of both individual and group reading; employing techniques such as

		<p>Argument, First Cause, Evolution, Interpret, Revelation, Forgiveness, Commandments, Prophet, Allah, Qur'an, Middle Way, Equality, Divine Resurrection, Saviour, Messiah, Precept, Karma, Church, Cathedral, Christian, Synagogue, Mosque, Temple, Gurdwara, Mandir, Christmas, Easter, Baptism, Confirmation, Old Testament, New Testament, Crucifix, Ichthus, Prayer, Fundamentalist, Conservative, Liberal, St Paul, 5 Pillars, Shahadah, Salat, Zakat, Sawm, Hajj, Arabic, Kabba, Makkah, Hadith, Rak'ah, Khalifah, Ramdan, Eid ul-Fitr, Eid ul-Adha, Call to Prayer, Aqiqah</p>		<p>silent reading and 'Popcorn' Reading.</p> <ul style="list-style-type: none"> • Use of Textbook/worksheet resources. <p>Religious texts, poetry reflections, viewpoints, news articles as appropriate.</p>
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	<p>Writing:</p>	<p>Promotion of developing extended writing skills embedded throughout:</p> <ul style="list-style-type: none"> • Written replies describing and explaining key knowledge. • Writing to persuade and evaluate others of different viewpoints. • Practice examination style questions. • Promotion of the use of PEE, (Point, Evidence, Explanation) Paragraphs explained in a developing framework as below: <ul style="list-style-type: none"> • P: Point What are you trying to say in the paragraph? I think that ... E: Evidence How do you know this? I know this because ... E: Explanation Telling the reader something new about your point 	<p>Numeracy:</p>	<p>Numeracy embedded throughout where possible:</p> <ul style="list-style-type: none"> • Interaction with dates, chronology, • sorting and organising concepts, • Interpreting statistical data.
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		<p>Using. question words such as Who, Where, What, Why, When and How to ask and answer questions about your Point and evidence to help you explain your answer in more detail! eg. How does the evidence help explain your point? This shows that ...</p>		
Practice:	Mass:	<ul style="list-style-type: none"> • End of topic assessment. • Two whole Academy assessment points – each assessment point uses knowledge from previous units to promote knowledge recall. All questions are geared towards promoting GCSE RS Skills for use in the future. At year 7 there is an earlier emphasis towards low stakes recall using 1 and 2 mark questions to foster confidence and promote knowledge 	Distributed:	<p>Regular formative knowledge and skill checks in both classwork and homework. Topic DNA each lesson is based on prior learning. Lessons contain variety of distributed practice tasks e.g. multiple choice, skills (re-cap and new) tasks, exam style questions are used to assess as a mid-topic check.</p>

recall what students are also assessed using extended writing answers to promote the use of PEE paragraphs to write evidence supported answers.

KS3 – Year 8 Year Plan

Intent

Aims: Year 8 seeks to continue to build up knowledge and skills acquired for KS4. The content is focused away from the largest two religious traditions in Britain today (Christianity and Islam) towards religions that are significant on a global scale (Hinduism, Sikhism and Judaism). The focus on comparative religion continues to progress and allows greater scope for a knowledge rich introduction to a thematic study of religions through themes such as 'Religion and the Environment' and 'Role models' than introducing themes in Year 7.

Taken from the Staffordshire SACRE LAS:
An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;
 By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.

Academy values:

Ambitious:
 Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their progress.

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.

Units of Study:

Unit/Topic 1	Content:	Beliefs and Practices: Hinduism	NC Content:	N/A
	Key Concepts:	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Powerful Knowledge:	Introduction to a religious tradition in British society. Engaging with people from different religions
Unit/Topic 2	Content:	Beliefs and Practices: Buddhism	NC Content:	N/A
	Key Concepts:	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Powerful Knowledge:	Introductory knowledge of the central figures behind major world traditions
Unit/Topic 3	Content:	Religion and Nature	NC Content:	
	Key Concepts:	People and Animals, Environmental issues	Powerful Knowledge:	Introduction to the basic religious practices and worship places.
Unit/Topic 4	Content:	Beliefs and Practices Judaism	NC Content:	N/A
	Key Concepts:	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Powerful Knowledge:	Introduction to the major religious tradition in British society as defined by the GCSE exam board.
Unit/Topic 5	Content:	Beliefs and Practices Sikhism	NC Content:	N/A
	Key Concepts:	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Powerful Knowledge:	Introduction to a religious tradition in British society. Engaging with people from different religions
Unit/Topic 6	Content:	Role Models and Religion	NC Content:	N/A
	Key Concepts:	Martin Luther King, Muhammad Ali, Malala, Corrie Ten Boom, Gandhi	Powerful Knowledge:	To introduce how modern influencers have been inspired by their religious beliefs.

Implementation

Progression from Year 7:	Students will be equipped with a greater range of Powerful Knowledge allowing further potential for comparative religious studies to take place. Students will be encouraged to apply their Point, Evidence, Explanation paragraphs towards arguing a personal view point persuasively. Students will be equipped with a sound introductory knowledge of the six major world religious traditions in order to help them address important thematic concerns on both a local and global context.			
Progression to Year 9:	Students will be able to access powerful knowledge from a variety of religious traditions in preparation for a curriculum based around both thematic and comparative religious studies.			
Spaced Interleaving:	Interleaving continues in the continued practise and development of skills and use of recall activities in the DNA activities in sessions. It is also utilised in the development of comparative religious studies in order to reflect on and introduce new concepts in different religions.			
Student Needs:	SEND:	Differentiated resources as needed , such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Use of I –we you modelling checking for understanding new skills and concepts.	Context	The PoS is appropriate as it allows discovery of knowledge about a variety of different worldviews whilst taking reference to Christianity as to the main religious tradition of Great Britain and non-religious beliefs.
	LPA:	Lower Prior Attainment students will benefit from the varying support appropriate for different SEND issues. Interleaving of skills referring back to prior attained knowledge will improve retention	HPA:	Higher Prior Attainment students must have an appropriate challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used.

		over the course and assist in accelerating progress.		
Extracurricular:	Potential for entry into relevant NATRE competitions. Potential for visit to local Mandir/Gurdwara and relevant speakers.			
Literacy/Numeracy:	Vocab (tier 2/3):	Om, Brahman, Brahma, Vishnu, Shiva, Trimurti, Reincarnation, Avatar, Dharma, Karma Vaisakhi, Diwali, Dharmachakra, Eightfold Path, Buddha, Siddartha, Meditation, Dharma, Wesak, Parinirvana Day, Animal Rights, Stewardship, Vivisection, experimentation, Testing, Vegetarianism, Halal, Kosha, Ahimsa, Harmony, Star of David, Israelite, Hebrew, Torah, Tenakh, Talmud, Mitzvot, Kippah, Yom Kippur, Pesach, Hannukah, Brit Millah, Mar/Bat Mitzvah, Khanda, 5Ks, Kesh, Kangha, Kara, Kachera, Kirpan, Khalsa, Guru, Granth Sahib, Monotheism,	Reading:	Literacy embedded throughout: <ul style="list-style-type: none"> • Encouraged use of both individual and group reading; employing techniques such as silent reading and 'Popcorn' Reading. • Use of Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.

		<p>Mool Mantar, Swea Melas, Gurpurbs, , Hola Mohalla, Inequality, Equality, Justice, Peace, Gender, Racism, #blacklivesmatter, Non Violent Protest, Ahimsa, Segregation, Apartheid, Missionary, Nobel Peace Prize</p>		
	<p>Writing:</p>	<p>Promotion of developing extended writing skills embedded throughout:</p> <ul style="list-style-type: none"> • Written replies describing and explaining key knowledge. • Writing to persuade and evaluate others of different viewpoints. • Practice examination style questions. • Promotion of the use of PEE, (Point, Evidence, Explanation) Paragraphs explained in a developing framework as below: 	<p>Numeracy:</p>	<p>Numeracy embedded throughout where possible:</p> <ul style="list-style-type: none"> • Interaction with dates, chronology, • sorting and organising concepts, • Interpreting statistical data.

		<ul style="list-style-type: none"> • P: Point What are you trying to say in the paragraph? I think that ... • E: Evidence How do you know this? I know this because ... • E: Explanation Telling the reader something new about your point Using. question words such as Who, Where, What, Why, When and How to ask and answer questions about your Point and evidence to help you explain your answer in more detail! eg. How does the evidence help explain your point? This shows that ... 		
Practice:	Mass:	<ul style="list-style-type: none"> • End of topic assessment. • Two whole Academy assessment points – each assessment point uses knowledge from previous units to 	Distributed:	Regular formative knowledge and skill checks in both classwork and homework. Topic DNA each lesson is based on prior learning. Lessons contain variety of distributed practice tasks e.g. multiple choice, skills (re-cap and new) tasks, exam

promote knowledge recall. All questions are geared towards promoting GCSE RS Skills for use in the future. At year 8 there is a move away from the emphasis on low stakes recall using 1 and 2 mark questions towards using PEE paragraphs consistently in evidence explained 4 and 5 mark answers. Student are also assessed using partial 12 mark extended writing answers to promote the use of PEE paragraphs to argue evidence supported opinions.

style questions are used to assess as a mid-topic check.

KS3 – Year 9 Year Plan

Intent

Aims:

Having secured a sound introduction about the major six world religious traditions Year 9 aims to build on the Philosophical and Ethical concerns that religious traditions address on both a local and global context. The focus in year nine seeks to extend knowledge beyond the major religious traditions and address issues posed by studying Religious Studies thematically.

Taken from the Staffordshire SACRE LAS:

A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;

	By reflecting – on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.			
Academy values:	<p>Ambitious: Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their progress.</p> <p>Challenging: Students are challenged to empathise with views other than their own and critically evaluate their own ideas.</p> <p>Engaging: The course content has been chosen to include issues relevant to students own understanding about the world.</p>			
Units of Study:				
Unit/Topic 1	Content:	A Holy Place: Jerusalem	NC Content:	N/A
	Key Concepts:	Holy Places, History of Jerusalem, Christianity, Islam, Judaism, Conflict and Peace	Powerful Knowledge:	To introduce the conflicts that often exist within modern religious thinking.
Unit/Topic 2	Content:	Beyond the 6	NC Content:	N/A
	Key Concepts:	Mormanism, Humanism, Pagan Religions, Scientology, Jediism	Powerful Knowledge:	To introduce faith positions beyond mainstream religious thought.
Unit/Topic 3	Content:	Is it ever right to Kill?	NC Content:	N/A
	Key Concepts:	War, Medical Ethics, Euthanasia, Pacifism	Powerful Knowledge:	To apply critical thinking to modern ethical dilemmas.
Unit/Topic 4	Content:	Being a Muslim in Britain today	NC Content:	N/A
	Key Concepts:	Clothing, Food, Impact of 9/11, Being a Muslim	Powerful Knowledge:	To confront issues of religious extremism and modern prejudices in British society today. Engaging with people from different religions
Unit/Topic 5	Content:	The Power of Suffering	NC Content:	N/A

	Key Concepts:	Causes of Suffering, Solutions to the problem of suffering.	Powerful Knowledge:	To evaluate ethical issues posed by 'the problem of evil'
Unit/Topic 6	Content:	What happens when we die?	NC Content:	N/A
	Key Concepts:	Life After Death, Funeral Rites,	Powerful Knowledge:	To understand how faith positions interact with the possibility of life beyond death.

Implementation

Progression from Year 8	Students will be challenged to apply the powerful knowledge accrued in Year 7 and 8 in order to apply it in both a comparative and thematic approach to Religious Studies. Students will be challenged to be able to explain their own ideas in response to Religious ideas about issues important in both a local and global context.			
Progression to Year 10:	Students will be equipped with the Powerful Knowledge and skills to access the GCSE course in Religious Studies: Philosophy and Ethics.			
Spaced Interleaving:	Interleaving of knowledge will continue in drawing upon previous knowledge from content taught in both year 7 and 8 whilst addressing the concerns of the themes studied. The skills from years 7 and 8 will be revisited and built upon towards developing extended writing.			
Student Needs:	SEND:	Differentiated resources as needed , such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Use of I –we- you modelling checking for understanding new skills and concepts.	Context	The PoS is appropriate as it allows discovery of knowledge about a variety of different worldviews whilst taking reference to Christianity as to the main religious tradition of Great Britain and non-religious beliefs.
	LPA:	Lower Prior Attainment students will benefit	HPA:	Higher Prior Attainment students must have an appropriate

		from the varying support appropriate for different SEND issues. Interleaving of skills referring back to prior attained knowledge will improve retention over the course and assist in accelerating progress.		challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used.
Extracurricular:	Potential for visit to Beth Shalom. Potential to engage visiting speakers.			
Literacy/Numeracy:	Vocab (tier 2/3):	Hebrews, Canaan, Babylonian, Greek, Night Journey, Dome of Rock, Yad Vashem, Western Wall, Crusades, Intifada, Church of the Holy Sepulchre, Via Dolorosa, Salt Lake City, Utah, Joseph Smith, Secular, Wicca, Equinox, Solstice, Animism, Dianetics, L. Ron Hubbard, Cult, Law, Justice Crime, Sin, Pacifism, Euthanasia, War, Just War, Hijab, Ramadan, Sharia, Jihad, Fatwa, Extremism, Halal, Moral, Human, Natural, Job,	Reading:	Literacy embedded throughout: <ul style="list-style-type: none"> • Encouraged use of both individual and group reading; employing techniques such as silent reading and 'Popcorn' Reading. • Use of Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.

		Holocaust, Test of Faith, Dukkha, Heaven, Hell, Purgatory, Day of The Dead, Spirit, Ghost, Faith, Proof, Reincarnation		
	Writing:	<p>Promotion of developing extended writing skills embedded throughout:</p> <ul style="list-style-type: none"> • Written replies describing and explaining key knowledge. • Writing to persuade and evaluate others of different viewpoints. • Practice examination style questions. • Promotion of the use of PEE, (Point, Evidence, Explanation) Paragraphs explained in a developing framework as below: • <p>P: Point What are you trying to say in the paragraph? I think that ...</p> <p>E: Evidence</p>	Numeracy:	<p>Numeracy embedded throughout where possible:</p> <ul style="list-style-type: none"> • Interaction with dates, chronology, • sorting and organising concepts, • Interpreting statistical data.

		<p>How do you know this? I know this because ... E: Explanation Telling the reader something new about your point Using. question words such as Who, Where, What, Why, When and How to ask and answer questions about your Point and evidence to help you explain your answer in more detail! eg. How does the evidence help explain your point? This shows that ...</p>		
Practice:	Mass:	<ul style="list-style-type: none"> • End of topic assessment. • Two whole Academy assessment points – each assessment point uses knowledge from previous units to promote knowledge recall. All questions are geared towards promoting GCSE RS Skills for use in the future. In year 9 	Distributed:	Regular formative knowledge and skill checks in both classwork and homework. Topic DNA each lesson is based on prior learning. Lessons contain variety of distributed practice tasks e.g. multiple choice, skills (re-cap and new) tasks, exam style questions are used to assess as a mid-topic check.

students are assessed using complete 12 mark extended writing answers to secure the use of PEE paragraphs to argue evidence supported opinions. Regular formative knowledge and skill checks in both classwork and homework. Topic DNA each lesson is based on prior learning. Lessons contain variety of distributed practice tasks e.g. multiple choice, skills (re-cap and new) tasks, exam style questions are used to assess as a mid-topic check.

KS4 – Year 10 Year Plan

Intent

Aims:	To provide a firm understanding of the knowledge and skills required by the AQA A specification required to be successful at GCSE RS: Philosophy and Ethics. To understand the structure of the examination papers and how to answer different types of examination question.
Academy values:	<p>Ambitious: Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their examination performance.</p> <p>Challenging:</p>

		<p>Students are challenged to empathise with views other than their own and critically evaluate their own ideas.</p> <p>Engaging: The course content has been chosen to include issues relevant to students own understanding about the world.</p>		
Units of Study:				
Unit/Topic 1	Content:	Introduction to Christian Beliefs	Spec Content:	<p>Nature of God: God as omnipotent, loving and just, and the problem of evil and suffering</p> <ul style="list-style-type: none"> • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit. • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.	Powerful Knowledge:	Introduction to the major religious tradition in British society as defined by the GCSE exam board.
Unit/Topic 2	Content:	Theme D: Religion, peace and conflict	Spec Content:	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: • Violence. • Weapons of mass destruction. • Pacifism.
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.	Powerful Knowledge:	To understand and evaluate how different people react to major world issues.
Unit/Topic 3	Content:	Introduction to Islamic Beliefs and Practices	Spec Content:	<p>Shahadah: declaration of faith and its place in Muslim practice.</p> <ul style="list-style-type: none"> • Tawhid (the Oneness of God), • 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. • 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

				<p>the importance of prayer. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</p>
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.	Powerful Knowledge:	Introduction to a growing religious tradition in British society. Engaging with people from different religions
Unit/Topic 4	Content:	Theme A: Relationships and families	Spec Content:	<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: • Contraception. • Marriage • Sexual relationships before marriage. • Homosexual relationships. • Families and gender equality</p>
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises.	Powerful Knowledge:	To understand and evaluate how different people react to major world issues.

		Evaluating key aspects of religious belief and practise in a modern context.		
Unit/Topic 5	Content:	Further Christian Beliefs and Practices	Spec Content:	<p>Jesus Christ and salvation • Beliefs and teachings about: • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement. • The role of the Church in the local community, including food banks and street pastors. • The place of mission, evangelism and Church growth. • The importance of the worldwide Church including: • working for reconciliation • how Christian churches respond to persecution • the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p>
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious	Powerful Knowledge:	Continued from previous Topic 1

		belief and practise in a modern context.		
Unit/Topic 6	Content:	Further Islamic Beliefs and practices	Spec Content:	<ul style="list-style-type: none"> • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: <ul style="list-style-type: none"> • Qur'an: revelation and authority • the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance. • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. • 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).
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.	Powerful Knowledge:	Continued from Topic 3
Implementation				

Progression from Year 9:	Adapting the skills taught at KS3 in order to successfully approach GCSE style questioning. Learning the content specified by AQA for the units we teach at year 10 for GCSE Religious Studies Specification A.			
Progression to Year 11:	To be clear on the format of GCSE style questions and secure in the knowledge and skills required for each unit when approaching mock examinations.			
Spaced Interleaving:	In the Paper 2 (Themes) units there religious knowledge from Paper 1 (Religions) is required to be revisited in order to apply both religious belief and practise in a modern world context. The style of GCSE questioning is consistent through all papers so skills taught from the outset of Year 10 will be continually revisited.			
Student Needs:	SEND:	<p>Differentiated resources as needed, such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Regular checks for understanding in DNA activities</p> <p>Use of I –we- you, modelling checking for understanding new skills and concepts. During term 1 identification of SEND access issues for examination to ensure that these students are provided with the correct support in</p>	Context	<p>Islam has been chosen as it is the second largest religious tradition in modern British society. It also fits the specialisms of the current teaching staff. 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.</p>

		sessions that they will utilise in exams.		
	LPA:	Lower Prior Attainment students will benefit from the varying support appropriate for different SEND issues. Interleaving of skills referring to prior attained knowledge will improve retention over the course and assist in accelerating progress.	HPA:	Higher Prior Attainment students must have an appropriate challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used. Potential to drop down GCSE, AS/A2 material.
Extracurricular:	Potential visit to Coventry Cathedral.			
Literacy/Numeracy:	Vocab (tier 2/3):	Theist, Atheist, Agnostic, Trinity, Creation, Miracles Monotheism, Polytheism, Design Argument, First Cause, Evolution, Imminent, Transcendent, Omnipotent, Omnibenevolent, Omniscient, Omnipresent Interpret, Revelation, Bible, Catholic, Orthodox, Protestant, Christ, Messiah, Church, Evil, Suffering, Heaven,	Reading:	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.

Hell, Holy Spirit
Incarnation, Law, Lord's
Prayer, The Oneness of
God, Original sin, The
Son of God, Worship,
Word, Conflict,
Forgiveness, Holy War,
Justice, Just War,
Nuclear deterrence,
Pacifism, Peace,
Peace-making, Protest,
Reconciliation,
Retaliation, Terrorism,
Victims of war,
Violence, War,
Weapons of Mass
Destruction,
5 Pillars, Shahadah,
Salat, Zakat, Sawm,
Hajj, Qur'an, Arabic,
Kabba, Makkah,
Medina Hadith, Rak'a,
Khalifah, Sunni, Shia,
Ablution (wudu),
Adam, prophets, Allah,
Arafat, Authority ,
Beneficence, Fairness,
Fasting, The five roots of
Usul ad-Din, Friday
prayer/Jummah,
Tawhid (the Oneness of
God), imamate,
prophethood, Giving

alms, Greater, jihad,
The imamate,
Immanence, Jibril,
Mika'il, Ibrahim, Jihad,
The Ka'ba, Lesser jihad,
Mercy, Mina, Mosque,
Movements (rak'ahs),
Recitations, Muzdalifah,
Muhammad, Six articles
of faith, Cohabitation,
Compassion,
Contraception,
Divorce, Extended
family, Family planning,
Gender discrimination,
Gender equality,
Gender prejudice,
Heterosexuality,
Homosexuality, Nuclear
family, Polygamy,
Procreation,
Remarriage, Vows,
Christmas, Easter,
Baptism, Confirmation,
Old Testament, New
Testament, Crucifix,
Ichthus, Prayer,
Fundamentalist,
Conservative, Liberal, St
Paul, Atonement,
Believers' baptism
Ascension, (CAFOD)
Christian Aid Tearfund

		Street pastors, Eucharist/Holy Communion, Evangelism, Food banks, Grace, Informal prayer, Iona, Judgement, Just, Liturgical worship, Lourdes, Sacrament, Reconciliation, Mission, Non-liturgical worship/informal worship, Persecution Pilgrimage, Private worship, Salvation, Set prayers, Sin, Night of Power, Ramdan, Eid ul- Fitr, Eid ul-Adha, Call to Prayer, Aqiqah, Predestination Adalat/justice, Akhirah (life after death) , Angels, Day of Judgement, The Gospel, Heaven, Hell, Human accountability, Human freedom, Human responsibility, Khums, The Psalms, The Scrolls of Abraham, The Torah		
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	Writing:	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.	Numeracy:	Interaction with dates, chronology, sorting and organising concepts, statistical data.
Practice:	Mass:	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. • 4-5-mark questions: Explanation questions focused on explanation of a religious belief. • 12 Mark questions: Addressing statements on religious belief and how far Christians and they agree with it. <p>Full examination Papers</p>	Distributed:	<ul style="list-style-type: none"> • Knowledge recall: DNA activities designed to recap prior learning. This could include recall information from the lesson before, week before, topic before and year before. • Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs. • Extended writing: Addressing statements on religious belief and how far Christians and they agree with it.

Question level analysis will take place to inform future teaching and revision strategies.

KS3 – Year 11 Year Plan

Intent

Aims: To provide a mastery of the knowledge and skills required by the AQA A specification required to be successful at GCSE RS: Philosophy and Ethics. To understand the structure of the examination papers and how to answer different types of examination question in order to take GCSE exams in the summer sitting.

Academy values:

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.

Units of Study:

Unit/Topic 1	Content:	Theme B: Religion and Life	Spec Content:	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
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	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.	Powerful Knowledge:	To understand and evaluate how different people react to major world issues.
Unit/Topic 2	Content:	Theme E: Religion, crime and punishment	Spec Content:	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.
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.	Powerful Knowledge:	To understand and evaluate how different people react to major world issues.
Unit/Topic 3	Content:	Islam Practices and Revision	Spec Content:	• Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting,

				<p>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.</p>
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious	Powerful Knowledge:	Continued from Y10 Terms 1 and 5

		belief and practise in a modern context.		
Unit/Topic 4	Content:	Christian Practices and Revision	Spec Content:	<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</p>

				for Christians in Great Britain today.
	Key Concepts:	Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.	Powerful Knowledge:	Continued from Y10 Terms 3 and 6

Implementation

Progression from Year 10:	To be prepared to take a full mock examination by December, finish the course by Term 3 and start revision from a perspective of reinforcing key religious content of the GCSE.			
Progression to Post-16:	To be able to understand how religious ideas influences philosophical and ethical thinking today. To be able to argue their own opinions using evidence persuasively whilst evaluating ideas different to their own.			
Spaced Interleaving:	In the Paper 2 (Themes) units there religious knowledge from Paper 1 (Religions) is required to be revisited in order to apply both religious belief and practise in a modern world context. The style of GCSE questioning is consistent through all papers so skills taught from the outset of Year 10 will be continually revisited.			
Student Needs:	SEND:	Differentiated resources as needed, such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Regular checks for understanding in DNA activities.	Context	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.

		Use of I –we- you, modelling checking for understanding new skills and concepts.		
	LPA:	Lower Prior Attainment students will benefit from the varying support appropriate for different SEND issues. Interleaving of skills referring to prior attained knowledge will improve retention over the course and assist in accelerating progress.	HPA:	Higher Prior Attainment students must have an appropriate challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used. Potential to drop down GCSE, AS/A2 material.
Extracurricular:	Potential visit to local mosque.			
Literacy/Numeracy:	Vocab (tier 2/3):	Abortion, Afterlife Animal experimentation, Awe and Wonder, Big Bang Theory, Death, Dominion, Environment, Euthanasia, Evolution, Natural resources, Pollution, Quality of life, Responsibility, Sanctity of life, Scientific, Stewardship, Addiction, Community service, Corporal punishment, Crime, Death penalty,	Reading:	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.

		Deterrence, Evil intentions, Forgiveness, Greed, Hate crime, Prison, Law, Mental illness, Murder, Poverty, Principle of utility, Reformation, Retribution, Sanctity of life, Theft, Unjust law, Upbringing.		
	Writing:	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.	Numeracy:	Interaction with dates, chronology, sorting and organising concepts, statistical data.
Practice:	Mass:	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. • 4-5-mark questions: Explanation questions focused 	Distributed:	<ul style="list-style-type: none"> • Knowledge recall: DNA activities designed to recap prior learning. This could include recall information from the lesson before, week before, topic before and year before. • Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs.

		<p>on explanation of a religious belief.</p> <ul style="list-style-type: none">• 12 Mark questions: Addressing statements on religious belief and how far Christians and they agree with it. <p>Full examination Papers</p> <p>Question level analysis will take place to inform future teaching and revision strategies.</p>		<ul style="list-style-type: none">• Extended writing: Addressing statements on religious belief and how far Christians and they agree with it.
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5 Year Curriculum Week Plan

KS3 - Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Introduction to R.S.	The Nature of Truth	Origins of the World	The Design Argument	Reasons for Belief: Revelation	Reasons for Belief: Miracles	
Autumn Term 2	Jesus	Moses	Muhammad	The Buddha	Guru Nanak	Vyasa	
Spring Term 1	Churches	Synagogues	Mosques	Gurdwaras	Buddhist temples	Hindu Temples	
Spring Term 2	Christian Beliefs about God	Christian Festivals	Christian Beliefs and Daily Life	Christian Prayer	Baptism	The Bible	
Summer Term 1	The Incarnation	The Resurrection	Christian Love	Christian Forgiveness	St Paul	Christian Justice and Peace	
Summer Term 2	Allah	Islamic Festivals	Islamic Prayer	Islamic Birth ceremonies	Hajj	The Qur'an	

KS3 - Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Brahman	The Trimurti	Hindu beliefs and Daily Life	Hindu Festivals	Hindu Sacred Texts	Gandhi	
Autumn Term 2	The Middle Way	Buddhist festivals	Dharma and Karma	Sila	Tipitaka	Dalai Lama	
Spring Term 1	Christianity: People and Animals	Islam: People and Animals	Christianity: Environmental issues	Islam: Environmental issues	Caring for the Planet: Sikhism and Hinduism	Caring for the Planet Buddhism	

Spring Term 2	Judaism: Beliefs and Daily Life	Judaism: Religious Festivals	Judaism: Prayer	Law and Justice	Bar/Bat Mitzvah	The Torah	
Summer Term 1	Sikhism: Beliefs and Daily Life	The Five Ks	Waheguru	Sikhism: Religious Festivals	Sikhism: Prayer	The Guru Granth Sahib	
Summer Term 2	Martin Luther King	Malala	Corrie Ten Boom	Nick Vujcic	Muhammad Ali	Mother Teresa	

KS3 - Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Comparative Religions	Holy Places	History of Jerusalem	Importance of Jerusalem: Christianity	Importance of Jerusalem: Judaism	Importance of Jerusalem: Islam	Jerusalem: Conflict and Peace
Autumn Term 2	Humanism	Pagan Religions	Ancient Religions	Jediism	Scientology	Mormanism	
Spring Term 1	War	Remembrance	Death Penalty	Euthanasia	Pacifism	Before Birth	
Spring Term 2	50 days as a Muslim	Ramadan	9/11	Halal	Extremism and Radicalisation	Dress Codes	
Summer Term 1	Causes of Suffering	Suffering: Christianity	Suffering: Judaism	Religion and the Holocaust	Suffering: Islam	Suffering: Buddhism	
Summer Term 2	Life after Death: Christianity	Christian Death Rites	Reincarnation: Buddhism, Sikhism and Hinduism	Life After Death: Islam	Islamic Death Rites	Life after Death Judaism	Jewish Death Rites

KS4 - Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Autumn Term 1	Christianity: Nature of God	Christianity: Nature of God	Christianity: Beliefs about Creation	Christianity: Beliefs about Death and Afterlife	Christianity: Person of Jesus Christ	Christianity: Person of Jesus Christ	
Autumn Term 2	Religion, Peace and Conflict: Peace and Justice	Religion, Peace and Conflict: Forgiveness and Reconciliation	Religion, Peace and Conflict: Violent Protest / Terrorism	Religion, Peace and Conflict: / Causes of War / Holy War	Religion, Peace and Conflict: Just War / Victims of War	Religion, Peace and Conflict: Pacifism / Peacemakers	
Spring Term 1	Islam: Six Articles of Faith, Sunni	Islam: Five roots of Usul ad-Din, Shi'a	Islam: Tawhid	Islam: Nature of God	Islam: Angels	Islam: Predestination	
Spring Term 2	Religion, Relationships and Families: Sexuality / and Sex and Marriage	Religion, Relationships and Families: Contraception	Religion, Relationships and Families: Purpose of Marriage / Cohabitation	Religion, Relationships and Families: Divorce	Religion, Relationships and Families: Families / Bringing up Children	Religion, Relationships and Families: Gender roles and discrimination	
Summer Term 1	Christianity: Forms of worship	Christianity: Prayer and its significance	Christianity: Sacraments	Christianity: Eucharist	Christianity: Pilgrimage	Christianity: Festivals	
Summer Term 2	Islam: Akhirah	Islam: Risalah	Islam: The Qur'an / Other Holy Books	Islam: The Imamate, Shi'a Islam	Islam: Five Pillars	Islam: Ten Obligatory Acts of Shi'a Islam	

KS4 - Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Religion and life: Origins and Value of the Universe in Science and Religion	Religion and life: Origins and Value of the human life in Science and Religion	Religion and life: Animals and the Environment	Religion and life: Sanctity of Life / Quality of Life	Religion and life: Euthanasia / Abortion	Religion and life: Attitudes towards the afterlife.	

Autumn Term 2	Religion, Crime and Punishment: Good and evil intentions and actions. / Reasons for crime / Is crime evil?	Religion, Crime and Punishment: Views about law breakers / crime	Religion, Crime and Punishment: Aims of punishment / Treatment of Criminals	Religion, Crime and Punishment: Corporal Punishment / Prison / Community Service	Religion, Crime and Punishment: Capital punishment	Religion, Crime and Punishment: Forgiveness	
Spring Term 1	Christianity: Church in the local community	Christianity: Church in the worldwide community	Christianity: Reconciliation	Christianity: Charity	REVISION	REVISION	
Spring Term 2	Islam: Shahaddah / Salah	Islam: Sawm / Zakah	Islam: Hajj / Eid-ul-Adha	Islam: Jihad / Id Ul-fitr / Ashura	REVISION	REVISION	
Summer Term 1	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	
Summer Term 2							

How does the Five Year Curriculum Plan 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 Five Year Curriculum Plan?

At Key Stage 3 the curriculum includes a variety of different beliefs and traditions with a focus on what is relevant in a local context. It seeks to build a firm knowledge and skills base to ensure both cross-curricular success and a firm progression towards KS4 and GCSE RS: Philosophy and ethics. The curriculum is successful at interleaving powerful knowledge throughout KS3 in order to embed this knowledge into students learning. Throughout the curriculum there is ample opportunity to provide enrichment opportunities to provide cultural/ social capital and embed important values for being a British citizen in the 21st Century.

At Key Stage 4 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 understanding 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:

- Unit sequence changes;
 - Content changes at KS3 and KS4;
 - 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.
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- Explore potential links with faith communities in the local area for enrichment opportunities.
 - Give further consideration to elaborating on the powerful knowledge gained e.g. engaging with people from different religions.
 - Ensure resources are collected and available to allow implementation of the intent plan over the upcoming year.
 - 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.

