

# Curriculum Intent Statement for Religious Studies

## Intent

The religious studies curriculum at GM School is designed to inspire pupils to become theologians and philosophers with an ability to understand, question, and critically evaluate the world around them.

## Implementation

Pupils are able to make critical and balanced judgments about questions of meaning and purpose. Through a knowledge-rich curriculum, pupils develop religious literacy and a conceptual understanding of key theological and philosophical beliefs. They acquire a deep understanding of the Abrahamic religions and explore how these beliefs influence religious believers' daily lives. This gives our pupils the knowledge to apply their learning to contemporary issues within the world in which they live and prepares them for their lives beyond school.

### *Academically Ambitious*

The curriculum aims to imbue within the pupils three specific types of knowledge:

1. Substantive Knowledge – knowledge about various religious and non-religious traditions.
2. Ways of Knowing – pupils learn 'how to know' about religion.
3. Personal Knowledge – pupils build an awareness of their presuppositions and values about the religious and non-religious traditions.

### *A Progression Model*

Our spiral curriculum is thoughtfully organised to introduce knowledge and skills and reinforce its retention progressively. Key concepts are presented repeatedly throughout the curriculum but with deepening layers of complexity or different applications. In RS, they learn about and from religions and world views in local, national and global contexts to discover, explore and consider different answers to these questions.

## Primary Phase

In Early Years, children learn about RE through the areas of Understanding of the World and Personal, Social and Emotional Development. They learn about religions and worldviews by taking part in religious and cultural celebrations, reading rich texts from different backgrounds and through opportunities within an inclusive learning environment.

In our Primary Phase, year groups study RE in depth for a 6-hour block per half term. The curriculum followed has been designed by United Learning. This carefully sequences knowledge and skills, supporting children to gain a strong understanding of a range of Abrahamic and dharmic faiths, and non-faith value systems. Year groups are required to visit a place of worship each year, to expose them to a wide range of beliefs and practices.

## KS3

Key Stage 3 follows the National Curriculum and is taught in mixed ability groups over 2 hours per fortnight.

Pupils learn to comprehensively develop key religious ideas and beliefs to show a depth of understanding, enabling them to critically deconstruct religious information/issues leading to coherent and logical chains of reasoning. This is to prepare our pupils for their GCSEs, A-Levels and their life beyond the school.

Year	Term 1	Term 2	Term 3
7	Introduction to Religious Studies	The Life of Jesus	Religious Prophets
8	Sikhism	Pilgrimage	Philosophy of Religion
9	Evil and Suffering	Citizenship Only	Citizenship Only

## Year 7

**Extension work:** Students should develop their debating skills and learn to formulate an arguments.

**Assessment:** Students are assessed through essays, role play, presentations and debate.

## Year 8

**Extension work:** Students should consider what it means to be part of a religion, and how it affects someone's life.

**Assessment:** Students are assessed through art work, presentation, and a group project.

## Year 9

**Extension work:** Students should consider the problems with believing in God and be aware of potential solutions.

**Assessment:** Students are assessed through a project, a speech, and essays.

# KS4

KS4 follows the EDEXCEL GCSE exam board specification and is taught in mixed ability groups over 6 hours per fortnight.

- Assessment: Taken in Year 11
- Exam Board: EDEXCEL Religious Studies B
- 100% of the GCSE is achieved through two exams.

### Paper 1

Christianity: Religion and Ethics (exam 1 hour and 45 minutes)

Christian beliefs, Marriage and the family, Living the Christian life, Matters of life and death.

### Paper 2

Islam: Religion, Peace and Conflict (exam 1 hour 45 minutes)

Beliefs, Crime and Punishment, Living the Religious Life, Peace and conflict.

For students, the aim is to understand why people of faith believe, think and act as they do. They are not expected necessarily to agree. Indeed, in Religious Studies and Ethics students are encouraged to ask, question and debate contemporary issues in society. We stress critical thinking skills: no matter what your view is, you should be able to argue it well and justify it.

GCSE Religious Studies lays a solid foundation for further study of Religion and Theology at A Level and related A Level subjects including Philosophy, History, Government and Politics, Sociology and English Literature.

# Enrichment Opportunities

In the Primary Phase there are a number of activities that children have the opportunity to take part in:

- Easter and Christmas plays
- Cultural days
- Christmas Sing Off Competitions
- Place of Worship visits.

# Supporting your Child

- Encourage your child to watch documentaries.
- Ask your child to make mind maps and revision cards for concepts they have covered in class.
- Help them and encourage them to revise. They can use revision sites such as BBC Bitesize or even from quizzes on Kahoot!

- Play word association games and test them on their vocabulary and grammar.
- Share your own beliefs with your child and encourage them to reflect upon them in their own way.
- Encourage your child to talk about their own beliefs and those of others. Talk about characters in a book or film. What beliefs might these characters have in different situations? How do they behave and react to different things in the story? Talk about what other choices these characters could have made. Ask your child what they think about the choices made. Ask your child what they would have done in the same situation and why they would have done this.
- Recognise and celebrate when your child has done well, for example helping to put away the shopping, sharing toys with friends, showing kindness and consideration for others or taking part in a game and having fun regardless of the result. Discuss with your child how their actions link to the beliefs they have.
- Talk with your child about things which are happening in the world and how these link to people's beliefs.
- Encourage your child to be confident in expressing their own beliefs but also sensitive to the beliefs of others.

## Where could Religious Studies take you next?

The transferable skills you will develop in Religious Studies will open doors to many different opportunities. In an increasingly global economy, the skills of vision, creativity, analytical skills, religious sensitivity, critical thinking developed through the study of Religious Studies will set you apart from other individuals.

Those who pursue Religious Studies further go on to become lawyers, teachers, academics, doctors, medical specialists, computer scientists, civil servants, business analysts, politicians, social workers, charity workers, religious ministers and journalists, to name but a few career options.