

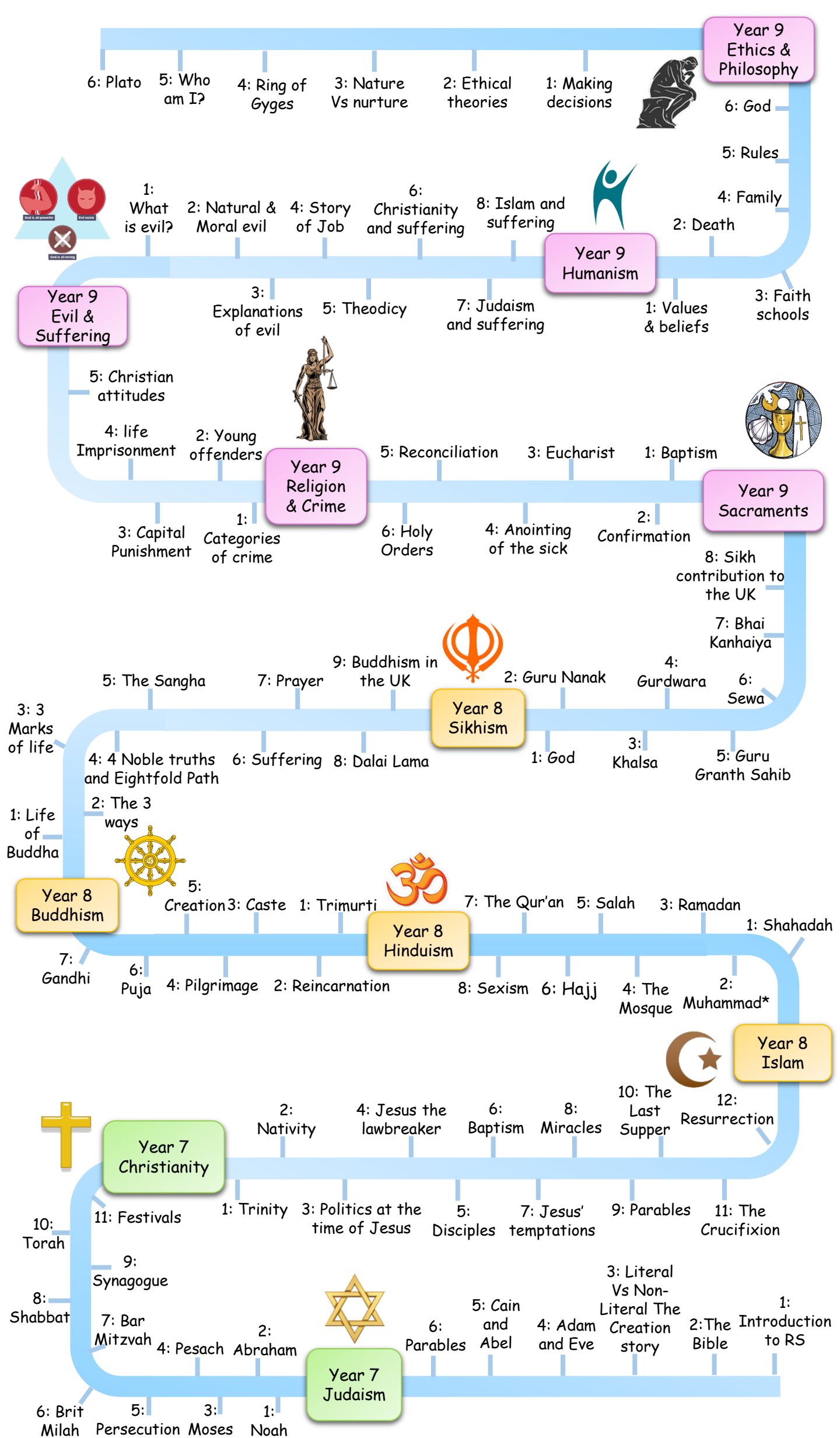


RS KS3

Subject: Religious Studies	Year Group: 7, 8 & 9	Key Stage: 3
Links to prior learning Year 7- Students learn about Judaism, Christianity, reinforces subject content learned in primary school and learn key ideas such as covenant which we will return to in Year 9 and 10. Year 8- Students learn about Islam, Hinduism, Buddhism and Sikhism and are able to contrast beliefs of religions as well as identify similarities. Year 9- Students build on their knowledge from Year 7 and 8 and look at religion through themes. Sacraments, Crime, Evil and suffering, Humanism and Ethics and philosophy. We revisit key teachings from Year 7 and 8 and understand religion in the context of the world today.	Retrieval Practice Use of mini whiteboard every lesson Schemes of work have been created to revisit prior knowledge learnt.	Adaptive teaching strategies Scaffolded assessment questions in lessons. The use of sentence starters and writing frames to be able to articulate religious views as well as their own. Visual aids in slides to help students understand key terms like conscience and temptation.
Literacy Religions which have similar terminology are taught together- Hinduism, Sikhism and Buddhism so students become familiar with them. Repetition of key terms in answers and direct teacher instruction in lessons develops students familiarity and confidence with the terms. A range of resources to help students understand the terms, including stories and clips. Students will practice questions to be able to articulate their ideas and practice using key	Oracy Group discussion on key ideas such as 'Is the Holocaust evidence that God broke his covenant'	Numeracy There are a few opportunities to look at numeracy, for example when looking at the dates of key events. Figuring out the time lapsed between a religion starting and spreading or when text was written down and the impact this had. For example, Year 7 learn about when the gospels were written down and why this might have an impact on the message. Students also look at the idea of charity and work out what 2.5% zakat would mean for a Muslim.

terms. PEL paragraphs are used from Year 7. Reading is develop through reading religious stories and analysing the deeper symbolic meaning of the stories. This also helps students learn key quotations from the Bible such as 'Love thy neighbour' which they then learn to apply to ethical situations. Students practice answering evaluation questions in lesson and on their assessments. We also use sentence starters and scaffold tasks within lesson to help develop literacy.		
Careers across the Curriculum (Detail how this subject integrates career education and links to careers pathways) The focus at KS3 is not explicit teaching of careers but references to careers that have impacted the study of religion. This can include sociologists and lawyers when learning about crime, historians and archaeologists when looking at recent discoveries in religion. The impact of scientists when considering the creation story and when this diminishes the story for a believer.	Wider Curriculum opportunities (List extracurricular and enrichment activities related to this subject) School trip to Rome - combination of Year 9- 12 students. Mindfulness club in Year 7 and 8	Super Curriculum (Outline opportunities for students to extend their learning beyond the standard curriculum) Reading: The Diary of a Young Girl by Anne Frank Sophia: Princess, Suffragette, Revolutionary by Anita Anand Noor Inayat Khan Sufiya Ahmed I Am Malala: How One Girl Stood Up for Education and Changed the World by Malala Yousafzai & Patricia McCormick Visit: Westminster Cathedral The Swaminarayan Mandir Neasden Temple London Central Mosque

		St Paul's Cathedral Buddhapadipa Temple Gurdwara Sri Guru Singh Sabha West London Synagogue
Assessment and feedback RS books are marked every two weeks with feedback given verbally. Teachers will sign and date the books so you can see frequency of marking and this also enable teachers to pick up misconception or spelling errors quickly. Assessments take place at the end of a term, this can be approximately every 7-8 weeks. Fast feedback is given through the student workbook marking and given verbally to the class. Students are also given written feedback on assessments. Feedback is also given verbally through questioning and common misconceptions addressed with the class.		

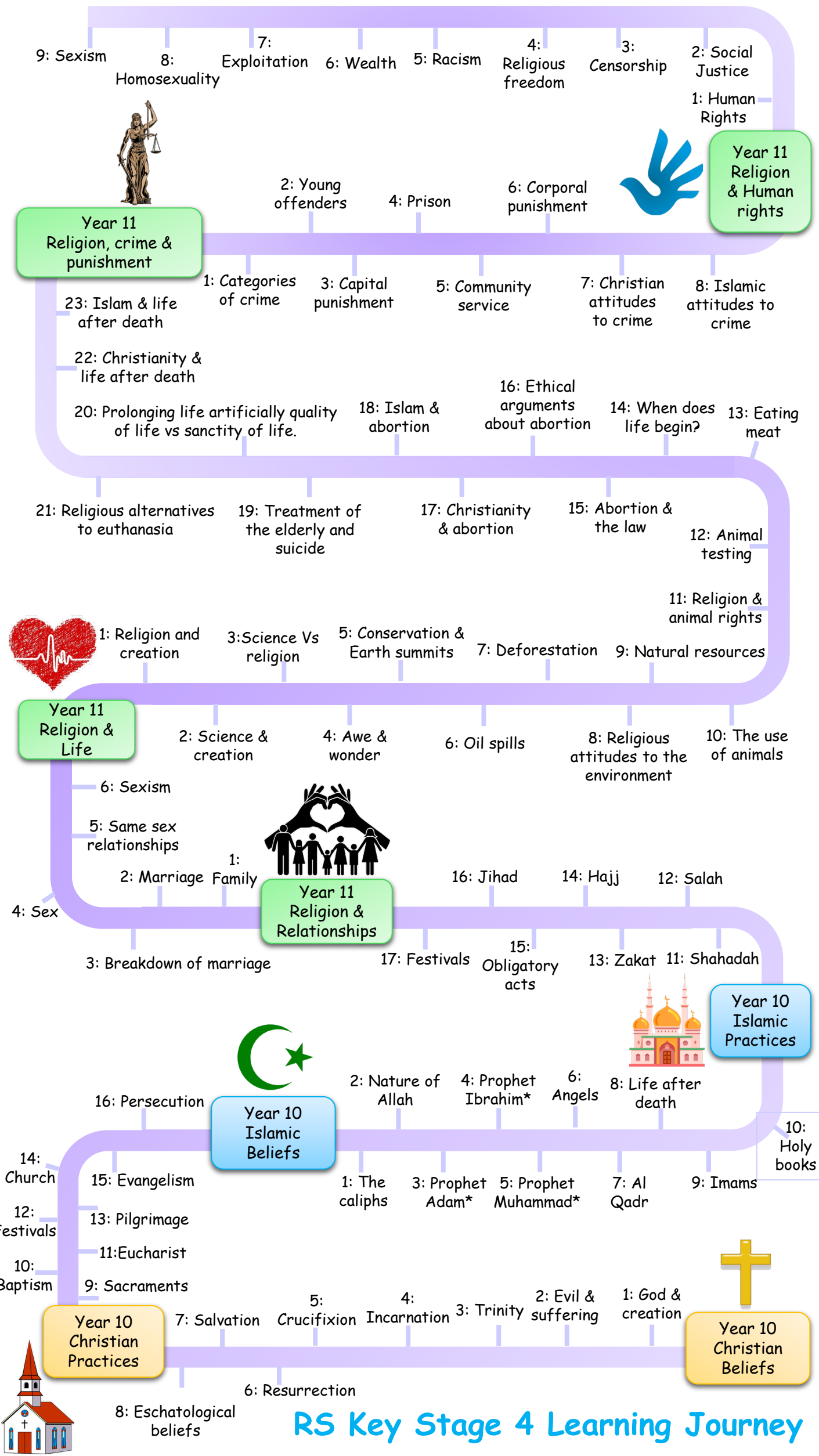




Subject: GCSE Religious Studies	Year Group: 10 & 11	Key Stage: 4
Links to prior learning Year 10- Study of Christianity and Islam. This develops the basic understanding that students have of Christianity and Islam from Year 7 and 8 but also the content from Evil and Suffering and Sacraments in Year 9. Year 11- Students explore religious attitudes to relationship, Life, crime and human rights. This will build upon content that students studied in Year 9 through their crime unit and ethics section	Retrieval Practice Use of mini whiteboard every lesson Schemes of work have been created to revisit prior knowledge learnt.	Adaptive teaching strategies Scaffolded assessment questions in lessons. The use of sentence starters and writing frames to be able to articulate religious views as well as their own. Visual aids in slides to help students understand key terms and quotations like conscience and temptation.
Literacy Explicit teaching of key terms and regular retrieval tasks through the use of the mini whiteboard. Students also develop their understanding of key terms through the unit of work. A range of resources to help students understand the terms, including stories and clips. Students will practice questions to be able to articulate their idea and practice using key terms. Use of non fiction books is used as supporting evidence for the teaching of the Themes paper in Year 11. That Peckham Boy: Growing Up, Getting Out and Giving Back by Kenny Imafidon	Oracy Group discussion on key ideas such as Should religious believers support capital punishment? Should we allow female priests or imams? Whose life is more important, the mother or the unborn child?	Numeracy There are a few opportunities to look at numeracy, for example when looking at the dates of key events. Figuring out the time lapsed between a religion starting and spreading or when text was written down and the impact this had. Students also look at the idea of charity and work out what 2.5% zakat would mean for a Muslim.

Women in White Coats: How the First Women Doctors Changed the World of Medicine by Olivia Campbell Veiled Threat: On being visibly Muslim in Britain by Nadeine Asbali Know Your Place by Faiza Shaheen Poverty Safari: Understanding the Anger of Britain's Underclass by Darren McGarvey Students practice using quotations from texts as well as the Bible, Qur'an and Hadith into their answers. Students are provided with sentence starters and scaffolds to help them formulate an answer. As students become more confident, they will use these aids less frequently. Students also mark answers by students so they can become familiar with the GCSE marking criteria.		
Careers across the Curriculum There are explicit references to careers at KS4. We will watch videos so that students can see potential careers: https://trs.ac.uk/studying-trs/graduate-videos We will also teaching of careers through references to careers that have impacted the study of religion. This can include sociologists and lawyers when learning about crime, historians and archaeologists when looking at recent discoveries in religion. The impact of scientists when considering the creation story and when this diminishes the story for a believer.	Wider Curriculum opportunities School trip to Rome - combination of Year 9- 12 students. Visit to Cambridge Central Mosque and Great St Mary's Church Cambridge Year 11 GCSE Intervention after school to revise the Year 10 content There are links with the GSCE RS content and English. Links are made in the lesson to texts being studied in English, for example Macbeth In Act 1, Scene 2 of Shakespeare's Macbeth, the Sergeant alludes to "Golgotha" which is the site of Jesus' crucifixion Also the character of Ebenezer Scrooge in A Christmas Carol is linked to the wealth and poverty unit and the attitudes that Christians have	Super Curriculum (Outline opportunities for students to extend their learning beyond the standard curriculum) Reading: King: The Life of Martin Luther King Jonathan Eig I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban by Yousafzai, Malala, Lamb, Christina From Here to Eternity by Caitlin Doughty That Peckham Boy: Growing Up, Getting Out and Giving Back by Kenny Imafidon Women in White Coats: How the First Women Doctors Changed the World of Medicine by Olivia Campbell

	to the poor and the acquisition of wealth. When students study the Crime and Punishment unit in year 11, there are connections made to the Crime unit in History particularly with reference to Utilitarianism, the aims of punishment and prison reformers such as Elizabeth Fry and John Howard.	Invisible Women Caroline Criado-Perez Visit: Westminster Cathedral St Paul's Cathedral Cambridge Central Mosque Acton Mosque Natural History Museum
Assessment and feedback RS books are marked every two weeks with feedback given verbally. Teachers will sign and date the books so you can see frequency of marking and this also enables teachers to pick up misconception or spelling errors quickly. Assessments take place at the end of a term, this can be approximately every 7-8 weeks. Students receive verbal feedback every lesson, all lessons start with retrieval questions- any misconceptions are corrected quickly. Student workbooks are marked every two weeks to pick up on any issues quickly. These feedback can be written in the book for specific students or given verbally to the whole class. Students are also given feedback after assessments on their papers but also general issues which arise are given to students verbally.		



Subject: A level Religious Studies	Year Group: 12 & 13	Key Stage: 5
Links to prior learning The A level builds upon the Study of Christianity in Year 10 and the Themes paper. The arguments for the existence of God are touched upon briefly in the Year 9 Humanism unit and some of the ethical ideas were introduced in Year 9 and KS4. Year 12 Philosophy of religion: Arguments for the existence of God: The Design Argument, Arguments for the existence of God: The Ontological Argument, Arguments for the existence of God: The Cosmological Argument, Evil and suffering, Religious experience Ethics and religion: Normative ethical theories: Natural moral law, Situation ethics, Aristotle's virtue ethics, Application of ethical theories Christianity: Sources of wisdom and authority, God, Self, death and afterlife, Good conduct and key moral principles and Expressions of religious identity Year 13: Philosophy of religion: Religious language, Miracles, Self, death and afterlife Ethics and religion: Introduction to meta-ethics:	Retrieval Practice Use of mini whiteboard every lesson Schemes of work have been created to revisit prior knowledge learnt. Students need to be able to see the connections between the units of work for the final Year 13 paper.	Adaptive teaching strategies Scaffolded assessment questions in lessons. The use of sentence starters and writing frames to be able to articulate religious views as well as their own. Planning out essays Visual aids in slides to help students understand key terms and quotations like the conscience and temptation.

the meaning of right and wrong, Free will and moral responsibility, Conscience, Bentham and Kant Christianity and dialogues: Christianity, gender and sexuality, Christianity and science, Christianity and the challenge of secularisation, Christianity, migration and religious pluralism, The dialogue between Christianity and philosophy, The dialogue between Christianity and ethics		
Literacy Explicit teaching of key terms and regular retrieval tasks through the use of the mini whiteboard. Students also develop their understanding of key terms through the unit of work. A range of resources to help students understand the terms, including stories and clips. Students will practice questions to be able to articulate their idea and practice using key terms. Students are given a list of key terms with each unit and tested on them. Use of text by Vardy used as homework to develop students understanding and familiarity with key ideas and language: The Puzzle of God by Peter Vardy The Puzzle of Christianity by Peter Vardy The Puzzle of Ethics by Peter Vardy	Oracy Group discussion on key ideas such as Should religious believers support capital punishment? Is Jesus a role model Which ethical system is most helpful in making a decision about capital punishment Can we prove the existence of God through reason alone?	Numeracy There are a few opportunities to look at numeracy, for example when looking at the dates of key events. Students need to have an understanding of dates and time periods so that they can write accurately. So students for example would need to be aware that William Paley and Charles Darwin would not have met but their theories are connected when we evaluate whether the world really is evidence of a perfect designer.
Careers across the Curriculum (Detail how this subject integrates career education and links to careers pathways) There is an explicit references to careers at KS5. We will watch videos so that students can see potential careers: https://trs.ac.uk/studying-trs/graduate-videos/	Wider Curriculum opportunities (List extracurricular and enrichment activities related to this subject) School trip to Rome - combination of Year 9- 12 students. Visit to Cambridge Central Mosque and Great St	Super Curriculum (Outline opportunities for students to extend their learning beyond the standard curriculum) Try out some mini lectures: Cambridge in Your Classroom Faculty of

We will also teach careers through references to careers that have impacted the study of religion. This can include sociologists and lawyers when learning about crime, historians and archaeologists when looking at recent discoveries in religion. The impact of scientists when considering the creation story and when this diminishes the story for a believer.	Mary's Church Cambridge	Divinity
Assessment and feedback RS books are marked every two weeks with feedback given verbally. Teachers will sign and date the books so you can see frequency of marking and this also enable teachers to pick up misconception or spelling errors quickly. Assessments take place at the end of a term, this can be approximately every 7-8 weeks.		

