

KS4 Curriculum

CURRICULUM INTENT? What does Religious Studies help young people achieve at KS4? Why have you made these curriculum choices?

In our KS4 Curriculum students will study religious teachings and religious, philosophical and ethical arguments relating to contemporary issues, and their impact and influence in the modern world. Students consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They are made aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse.

They will be made aware of contrasting perspectives in contemporary British society including non-religious views and where appropriate, legal implications. This content and approach prepares students for the AQA GCSE papers that all students will take at the end of Year 11.

Our KS4 curriculum also provides opportunities to go beyond the exam board specification through the discussions and lessons topics. All students follow AQA Religious Studies Spec A. The course is examined in two papers:

The study of beliefs, teachings and practices in Christianity and Hinduism

Thematic studies: Relationships and families; Religion and life; Religion crime and punishment; Religion human rights and social justice.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 10 Course Outline	Year 11 Course Outline	Opportunities beyond the classroom
Autumn Term	<p><i>Knowledge:</i></p> <p>Christian beliefs: Students will examine beliefs about the nature of God and explore the problem of evil. They will look at different Christian beliefs about creation and the afterlife and consider how these impact a person's life. They will study beliefs and teachings</p>	<p><i>Knowledge:</i></p> <p>Students are made aware that Hinduism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the lesson content.</p>	

<p>about Jesus, his life and the concepts of salvation and atonement.</p> <p>Christian Practices</p> <p>Students will examine different forms of worship and their significance. They will consider prayer and its significance, the sacraments of baptism and Holy Communion, Christian pilgrimage (Lourdes and Iona) and the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</p> <p>Students will also study the role of the church in the local and worldwide community including the work of food banks and street pastors, evangelism, initiatives for reconciliation and responses to persecution.</p> <p>Christian Beliefs and teachings</p> <p>Key beliefs</p> <ul style="list-style-type: none"> • The nature of God: <ul style="list-style-type: none"> ○ God as omnipotent, loving and just, and the problem of evil and suffering ○ the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). 	<p>Students study the beliefs, teachings and practices of Hinduism specified below and their basis in Hindu sources of wisdom and authority. Students refer to scripture and/or sacred texts where appropriate.</p> <p>Students study the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.</p> <p>Common and divergent views within Hinduism in the way beliefs and teachings are understood and expressed are included throughout. Students refer to a range of different Hindu perspectives in their answers, including Shaivism and Vaishnavism. They must study the specific differences identified below.</p> <p>Hindu Beliefs and teachings</p> <p>Ideas about the nature of God and existence</p> <ul style="list-style-type: none"> • Brahman: different Hindu understandings of brahman; ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds. • Different understandings of the three features of the divine: <ul style="list-style-type: none"> ○ everywhere, as non-personal (brahman) ○ within the heart 	
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	<ul style="list-style-type: none"> • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. <p>Jesus Christ and salvation</p> <ul style="list-style-type: none"> • Beliefs and teachings about: <ul style="list-style-type: none"> ○ 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. <p>Christian Practices</p> <p>Worship and festivals</p> <ul style="list-style-type: none"> • Different forms of worship and their significance: <ul style="list-style-type: none"> ○ liturgical, non-liturgical and informal, including the use of the Bible ○ private worship. 	<ul style="list-style-type: none"> ○ beyond, as a personal loving God ○ Brihadaranyaka Upanishad 391. <ul style="list-style-type: none"> • How the divine presents: <ul style="list-style-type: none"> ○ the Tri-murti: Brahma, Vishnu and Shiva ○ male and female deities, including Ganesha, Lakshmi, Hanuman, Saraswati ○ the concept of avatara, including Krishna, Rama. • Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology (Rig Veda 10.129.6-7); the cycle of four ages; many worlds and their diverse inhabitants. <p>Beliefs about the nature of human life</p> <ul style="list-style-type: none"> • The concept of atman, as individual, eternal inner self, distinct from material mind and body. • Cycle of birth and death: samsara; moral action and reaction: the law of karma; types of liberation: moksha. • Individual free will and responses to suffering; knowledge and ignorance. • Personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love. • The four aims of human life: dharma, artha, kama, moksha. 	
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	<ul style="list-style-type: none"> • Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ two contrasting examples of Christian pilgrimage: Lourdes and Iona ○ the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. <p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none"> • The role of the Church in the local community, including food banks and street pastors. 	<ul style="list-style-type: none"> • The meaning of dharma; sanatana dharma; varnashrama dharma. <p>Hindu Practices</p> <p>Worship and festivals</p> <ul style="list-style-type: none"> • Places of worship and their importance: home; temple; outdoors (such as shrines); the space of the heart • Different forms of worship/meditation and their significance: havan, puja, arati, darshan, bhajan/kirtan, japa/mantra; key differences in worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship. • Focuses of worship and representations of the divine and their importance: <ul style="list-style-type: none"> ○ one God (personal or non-personal) ○ the many deities, guru and other elders ○ holy land, hills and rivers ○ sacred plants and animals ○ the murti as a representation of God. • Sacred festivals and their importance for Hindus in Great Britain today, including the origins and meaning of: <ul style="list-style-type: none"> ○ Diwali 	
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	<ul style="list-style-type: none"> • The place of mission, evangelism and Church growth. • The importance of the worldwide Church including: <ul style="list-style-type: none"> ○ 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><i>Key Skills:</i></p>	<ul style="list-style-type: none"> ○ Holi. <p><i>Lifestyle</i></p> <ul style="list-style-type: none"> • The four paths towards yoga (union with the divine), their differences and their importance: <ul style="list-style-type: none"> ○ action (karma yoga) ○ knowledge (jnana yoga) ○ meditation (astanga yoga) ○ devotion (bhakti yoga). • Pilgrimage: <ul style="list-style-type: none"> ○ the role of pilgrimage ○ practices and purposes ○ sacred sites, including Varanasi ○ Kumbh Mela. • The work and significance of: <ul style="list-style-type: none"> ○ Hindu environmental projects including ‘cow protection’ and their significance. ○ Charities that promote well-being, social inclusion and women’s rights. <p><i>Key Skills:</i></p>	
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<p style="text-align: center;">Spring Term</p>	<p><i>Knowledge:</i></p> <p>Theme C: Existence of God and Revelation.</p> <p><i>Students study religious teachings, and religious and philosophical arguments, and their impact and influence in the modern world. They are made aware of contrasting perspectives in contemporary British society on all of the topics studied.</i></p> <p><i>Students explore contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:</i></p> <p><i>Visions.</i> <i>Miracles.</i> <i>Nature as general revelation.</i></p> <p><i>Philosophical arguments for and against the existence of God</i></p> <ul style="list-style-type: none"> • The Design argument, including its strengths and weaknesses. 	<p><i>Knowledge:</i></p> <p>Theme: Relationships and families</p> <p>Students will examine issues around sex, marriage and divorce. These will include heterosexual and homosexual relationships, sexual relationships before and outside of marriage, contraception and family planning. They will also consider the nature and purpose of marriage, same-sex marriage and cohabitation and issues around divorce.</p> <p>Students will study the nature and purpose of families, the roles of men and women, gender equality and discrimination.</p> <p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. 	

	<ul style="list-style-type: none"> • The First Cause argument, including its strengths and weaknesses. • The argument from miracles, including its strengths and weaknesses, and one example of a miracle. • Evil and suffering as an argument against the existence of God. • Arguments based on science against the existence of God. <p>The nature of the divine and revelation</p> <ul style="list-style-type: none"> • Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision. • Enlightenment as a source of knowledge about the divine. • General revelation: nature and scripture as a way of understanding the divine. • Different ideas about the divine that come from these sources: <ul style="list-style-type: none"> ○ omnipotent and omniscient ○ personal and impersonal ○ immanent and transcendent. • The value of general and special revelation and enlightenment as sources of knowledge about the divine, including: 	<ul style="list-style-type: none"> • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. <p>Families and gender equality</p> <ul style="list-style-type: none"> • The nature of families, including: <ul style="list-style-type: none"> ○ the role of parents and children ○ extended families and the nuclear family. • The purpose of families, including: <ul style="list-style-type: none"> ○ procreation ○ stability and the protection of children ○ educating children in a faith. • Contemporary family issues including: <ul style="list-style-type: none"> ○ same-sex parents ○ polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. <p>Theme B: Religion and life</p> <p>In this final topic students will explore religious and non-religious views on the origins of the universe, the value of the world and the duty of human beings to</p>	
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	<ul style="list-style-type: none"> ○ the problems of different ideas about the divine arising from these experiences ○ alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken. <p><i>Key Skills:</i></p>	<p>protect it. They will explore the use and abuse of the environment and animals including animal experimentation. They will consider ideas around the origins of human life and the concepts of sanctity of life and the quality of life. These will lead into consideration of legal and ethical attitudes to abortion and euthanasia. Finally, students will reflect on beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p> <p>The origins and value of the universe</p> <ul style="list-style-type: none"> • The origins of the universe, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of the universe, and different interpretations of these ○ the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: <ul style="list-style-type: none"> ○ animal experimentation 	
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- the use of animals for food.

The origins and value of human life

- The origins of life, including:
 - religious teachings about the origins of human life, and different interpretations of these
 - the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Key Skills:

Summer Term	<p><i>Knowledge:</i></p> <p>Theme D: Religion, peace and conflict</p> <p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the topics below, and their impact and influence in the modern world. They are made aware of contrasting perspectives in contemporary British society on all of these topics.</p> <p>Students explore contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Violence. • Weapons of mass destruction. • Pacifism. <p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> • The meaning and significance of: <ul style="list-style-type: none"> ○ peace ○ justice ○ forgiveness ○ reconciliation. 	<p><i>Knowledge:</i></p> <p><i>Key Skills:</i></p>	

- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.

Religion and belief in 21st century conflict

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

Key Skills:

Key Independent Learning Resources			GREAT READS
www.reonline.org.uk Christianity: www.request.org.uk www.biblegateway.com Hinduism: www.hindunet.org www.hinduismtoday.com http://iskconuk.com www.hinduacademy.org www.bhagavad-gita.org			