

## Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

## RE – KEY STAGE 4

### Curriculum Overview

**INTENT:** We intend to educate students in a diverse set of religious beliefs and values in order to engage in rich dialogue about religion and how religions shape society. Religious Studies will develop independence of mind, allow for the exploration of philosophical questions, and develop critical thinking skills; there is also a focus on the significance of non-religious notions in response to key religious ideas. Religious Studies will develop the appetite for curiosity, empathy, tolerance, and respect as a foundation for lifelong learning and adult life.

### Year 10

Students begin their AQA GCSE studying Christianity and Islam (Paper 1).

	Christian Beliefs	Christian Practices	Islam Beliefs	Islam Practices
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Beliefs about the nature of God.</li> <li>• Jesus' life, death, resurrection and ascension.</li> <li>• The influence these events have had on the lives of Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• Worship</li> <li>• Prayer types</li> <li>• Festivals</li> <li>• Evangelism and missionary work.</li> <li>• The role of the Worldwide Church, including reconciliation and support for the persecuted and poor.</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs about God.</li> <li>• The six articles of faith.</li> <li>• The five roots of the Usul al-Din.</li> <li>• Angels</li> <li>• Prophets</li> <li>• Life after death</li> <li>• Predestination</li> </ul>	<ul style="list-style-type: none"> <li>• The Five Pillars of Islam.</li> <li>• Islamic festivals.</li> <li>• Lesser and Greater Jihad.</li> </ul>

<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Analysis of scripture.</li> <li>• Examination of religious voices.</li> <li>• Application of religious specific terminology.</li> <li>• Development of evaluative writing and writing to persuade.</li> <li>• Development of discussion skills and critical thinking skills.</li> <li>• Shared planning.</li> <li>• Shared writing.</li> <li>• 1, 2, 4 and 5 mark practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of scripture.</li> <li>• Examination of religious voices.</li> <li>• Application of religious specific terminology.</li> <li>• Development of evaluative writing and writing to persuade.</li> <li>• Development of discussion skills and critical thinking skills.</li> <li>• Shared planning – oracy practice.</li> <li>• Shared writing.</li> <li>• Individual writing.</li> <li>• 1, 2, 4 and 5 mark practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of scripture.</li> <li>• Examination of religious voices.</li> <li>• Application of religious specific terminology.</li> <li>• Development of evaluative writing and writing to persuade.</li> <li>• Development of discussion skills and critical thinking skills.</li> <li>• Shared planning - oracy practice.</li> <li>• Shared writing.</li> <li>• Individual writing.</li> <li>• 1, 2, 4 and 5 mark practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of scripture.</li> <li>• Examination of religious voices.</li> <li>• Application of religious specific terminology.</li> <li>• Development of evaluative writing and writing to persuade.</li> <li>• Development of discussion skills and critical thinking skills.</li> <li>• Paired planning – oracy practice.</li> <li>• Individual writing.</li> <li>• 1, 2, 4 and 5 mark practice questions.</li> </ul>
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## Year 11

Students complete Paper 2 learning – Thematic Studies.

	<b>Religion and Relationships/Religion and Life</b>	<b>Religion and Life/Crime and Punishment</b>	<b>Religion, Peace and Conflict</b>	
<b>SUBSTANTIVE KNOWLEDGE</b>	<p><b><u>Religion and Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Conservative and liberal Christian and Islamic responses towards different types of relationships.</li> </ul> <p><b><u>Religion and Relationships/Religion and Life</u></b></p> <ul style="list-style-type: none"> <li>• Christian and Islamic beliefs responses towards Religion and Life, including the environment, human rights and medical ethics.</li> </ul>	<p><b><u>Religion and Life</u></b></p> <ul style="list-style-type: none"> <li>• Christian and Islamic responses to Religion and Life, including the environment, human rights and medical ethics.</li> </ul> <p><b><u>Religion, Crime and Punishment</u></b></p> <ul style="list-style-type: none"> <li>• Christian and Islamic responses to Religion, Crime and Punishment, including causes of crime, types of punishments and aims of punishment.</li> </ul>	<p><b><u>Religion, Peace and Conflict</u></b></p> <ul style="list-style-type: none"> <li>• Christian and Islamic beliefs to Religion, Peace and Conflict, including war.</li> </ul>	
<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Analysis of scripture.</li> <li>• Examination of religious voices.</li> <li>• Application of religious specific terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of scripture.</li> <li>• Examination of religious voices.</li> <li>• Application of religious specific terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of scripture.</li> <li>• Examination of religious voices.</li> <li>• Application of religious specific terminology.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Development of extended writing, including writing to persuade.</li> <li>• Development of discussion skills and critical thinking skills.</li> <li>• Comparing and contrasting religious beliefs and practices.</li> <li>• Shared planning.</li> <li>• Individual writing.</li> <li>• 1, 2, 4 and 5 mark practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of extended writing, including writing to persuade.</li> <li>• Development of discussion skills and critical thinking skills.</li> <li>• Comparing and contrasting religious beliefs and practices.</li> <li>• Individual planning.</li> <li>• Individual writing.</li> <li>• 1, 2, 4 and 5 mark practice questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of extended writing, including writing to persuade.</li> <li>• Development of discussion skills and critical thinking skills.</li> <li>• Comparing and contrasting religious beliefs and practices.</li> <li>• Individual planning.</li> <li>• Individual writing.</li> <li>• 1, 2, 4 and 5 mark practice questions.</li> </ul>	
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