



# Key Stage 4 Curriculum Overview

Progression from Key Stage 3 and optional progression through Post-16 :

	Autumn Term	Spring Term	Summer Term
Year 9			Students at the end of Key Stage 3 will be able to: use the skills and knowledge they have acquired. Students will have gathered the knowledge of the beliefs and practices of the six major world religions and non-religious ideas gained. They will start to question bigger questions of theoretical issues that may occur within religions and how religions respond to these issues.
Year 10	<p>Component 2: Crime and Punishment &amp; Recap of Christian beliefs</p> <p><b><u>Crime and punishment:</u></b> Explain 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"> <li>• Corporal punishment.</li> <li>• Death penalty.</li> <li>• Forgiveness.</li> <li>• Recap of Christian beliefs</li> </ul> <p><b><u>Religion, crime and the causes of crime:</u></b></p> <ul style="list-style-type: none"> <li>➤ <i>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</i></li> <li>➤ <i>Reasons for crime, including:</i></li> <li>➤ <i>poverty and upbringing</i></li> <li>➤ <i>mental illness and addiction</i></li> <li>➤ <i>greed and hate</i></li> <li>➤ <i>opposition to an unjust law.</i></li> </ul>	<p>Component 2: Thematic Studies: Religion, Human rights and Social Justice.</p> <p><b>Explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Status of women in religion.</b></li> <li>➤ <b>The uses of wealth.</b></li> <li>➤ <b>Freedom of religious expression.</b></li> </ul> <p><b><u>Human rights:</u></b></p> <ul style="list-style-type: none"> <li>➤ <i>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</i></li> <li>➤ <i>Issues of equality, freedom of religion and belief including freedom of religious expression.</i></li> <li>➤ <i>Human rights and the responsibilities that come with rights, including the</i></li> </ul>	<p>Component 2: Relationships and Families &amp; Peace, war and conflict</p> <p><b><u>Relationships and families:</u></b></p> <p><b><u>Sex, marriage and divorce:</u></b></p> <ul style="list-style-type: none"> <li>➤ <i>Human sexuality including: heterosexual and homosexual relationships.</i></li> <li>➤ <i>Sexual relationships before and outside of marriage.</i></li> <li>➤ <i>Contraception and family planning.</i></li> <li>➤ <i>The nature and purpose of marriage.</i></li> <li>➤ <i>Same-sex marriage and cohabitation.</i></li> <li>➤ <i>Divorce, including reasons for divorce, and remarrying.</i></li> <li>➤ <i>Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</i></li> </ul> <p><b><u>Families and gender equality</u></b></p> <ul style="list-style-type: none"> <li>➤ <i>The nature of families, including:</i></li> <li>➤ <i>the role of parents and children</i></li> </ul>

	<ul style="list-style-type: none"> <li>➤ Views about people who break the law for these reasons.</li> <li>➤ Views about different types of crime, including hate crimes, theft and murder.</li> </ul> <p><b>Religion and punishment:</b></p> <ul style="list-style-type: none"> <li>➤ The aims of punishment, including: <ul style="list-style-type: none"> <li>○ retribution</li> <li>○ deterrence</li> <li>○ reformation.</li> </ul> </li> <li>➤ The treatment of criminals, including: <ul style="list-style-type: none"> <li>○ prison</li> <li>○ corporal punishment</li> <li>○ community service.</li> </ul> </li> <li>➤ Forgiveness.</li> <li>➤ The death penalty.</li> <li>➤ Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</li> </ul>	<p>responsibility to respect the rights of others.</p> <ul style="list-style-type: none"> <li>➤ Social justice.</li> <li>➤ Racial prejudice and discrimination.</li> <li>➤ Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</li> </ul> <p><b>Wealth and poverty:</b></p> <ul style="list-style-type: none"> <li>➤ Wealth, including: <ul style="list-style-type: none"> <li>➤ the right attitude to wealth</li> <li>➤ the uses of wealth.</li> </ul> </li> <li>➤ The responsibilities of wealth, including the duty to tackle poverty and its causes.</li> <li>➤ Exploitation of the poor including issues relating to: <ul style="list-style-type: none"> <li>➤ fair pay</li> <li>➤ excessive interest on loans</li> <li>➤ people-trafficking.</li> </ul> </li> <li>➤ The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</li> <li>➤ Charity, including issues related to giving money to the poor.</li> </ul>	<ul style="list-style-type: none"> <li>➤ extended families and the nuclear family.</li> <li>➤ The purpose of families, including: <ul style="list-style-type: none"> <li>➤ procreation</li> <li>➤ stability and the protection of children</li> <li>➤ educating children in a faith.</li> </ul> </li> <li>➤ Contemporary family issues including: <ul style="list-style-type: none"> <li>➤ same-sex parents</li> <li>➤ polygamy.</li> <li>➤ The roles of men and women.</li> <li>➤ Gender equality.</li> <li>➤ Gender prejudice and discrimination, including examples.</li> </ul> </li> </ul>
<p><b>Year 11</b></p>			

**By the end of Key Stage 4 students should be able to:** Apply knowledge and understanding of two religions:

- Apply knowledge and understanding of key sources of wisdom and authority including scripture and/ or sacred texts, where appropriate, which support contemporary religious faith.
- Understand the influence of religion on individuals, communities and societies
- Understand significant common and divergent views between and/or within religions and beliefs
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.