



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 1: The study of Religions: beliefs, teachings and practices: Christianity</p> <p><u>Christian beliefs:</u></p> <ul style="list-style-type: none"> ➤ <i>The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering.</i> ➤ <i>The oneness of God and the Trinity.</i> ➤ <i>Different beliefs about the creation including the role of the Word and Spirit (John 1:1-3 and Genesis 1:1-3)</i> ➤ <i>Different Christian beliefs about the afterlife and its importance: resurrection and life after death, judgement, heaven and hell.</i> ➤ <i>Incarnation and Jesus as the Son of God</i> ➤ <i>The crucifixion, resurrection and ascension</i> 	<p>Component 1: The study of Religions: beliefs, teachings and practices: Islam</p> <p><u>Islamic beliefs:</u></p> <ul style="list-style-type: none"> ➤ <i>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</i> ➤ <i>Tawhid (The oneness of God, Qur'an Surah 112)</i> ➤ <i>The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.</i> ➤ <i>Angels, their nature and role, including Jibril and Mika'il.</i> 	<p>Component 2: Thematic Studies: Religion, Human rights and Social Justice.</p> <p>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"> ➤ Status of women in religion. ➤ The uses of wealth. ➤ Freedom of religious expression. <p><u>Human rights:</u></p> <ul style="list-style-type: none"> ➤ <i>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</i> ➤ <i>Issues of equality, freedom of religion and belief including freedom of religious expression.</i>

- *Sin including original sin.*
- *The means of salvation including law, grace and spirit.*
- *The role of Christ in salvation including the idea of atonement*

Christian practices:

- *Different forms of worship: Liturgical, non-liturgical and informal.*
- *Prayer and its significance, including the Lord's prayer, set prayer and informal prayer.*
- *The role and meaning of sacraments: meaning of sacrament, baptism and its importance (believers and infant baptism), holy communion/Eucharist and its significance, including ways it is celebrated and its different interpretations of meaning.*
- *The role and importance of pilgrimage and celebrations including: Lourdes and Iona (two contrasting pilgrimages), the celebration of Christmas and Easter including their importance for Christians today.*
- *The role of the church in the local and worldwide community: including food banks and street pastors, mission, evangelism and church growth.*
- *The importance of the worldwide church including: working for reconciliation, churches response to persecution, Christian Aid, CAFOD and tear fund.*

- *Predestination and human freedom and its relationship to the Day of Judgement.*
- *Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.*
- *Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.*
- *The holy books:*
- *Qur'an: revelation and authority*
- *the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.*
- *The imamate in Shi'a Islam: its role and significance.*

Islamic practices:

- *Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam*
- *Shahadah: declaration of faith and its place in Muslim practice.*
- *Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jumma; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.*
- *Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.*

- *Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.*
- *Social justice.*
- *Racial prejudice and discrimination.*
- *Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.*

Wealth and poverty:

- *Wealth, including:*
- *the right attitude to wealth*
- *the uses of wealth.*
- *The responsibilities of wealth, including the duty to tackle poverty and its causes.*
- *Exploitation of the poor including issues relating to:*
- *fair pay*
- *excessive interest on loans*
- *people-trafficking.*
- *The responsibilities of those living in poverty to help themselves overcome the difficulties they face.*
- *Charity, including issues related to giving money to the poor.*

		<ul style="list-style-type: none"> ➤ <i>Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.</i> ➤ <i>Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.</i> ➤ <i>Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.</i> ➤ <i>Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</i> 	
<p>Year 11</p>	<p>Component 2: Relationships and Families & Peace, war and conflict</p> <p><u>Relationships and families:</u></p> <p><i>Sex, marriage and divorce:</i></p> <ul style="list-style-type: none"> ➤ <i>Human sexuality including: heterosexual and homosexual relationships.</i> ➤ <i>Sexual relationships before and outside of marriage.</i> ➤ <i>Contraception and family planning.</i> ➤ <i>The nature and purpose of marriage.</i> ➤ <i>Same-sex marriage and cohabitation.</i> ➤ <i>Divorce, including reasons for divorce, and remarrying.</i> 	<p>Component 2: Crime and Punishment & Recap of Christian beliefs</p> <p><u>Crime and punishment:</u></p> <p>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"> • Corporal punishment. • Death penalty. • Forgiveness. • Recap of Christian beliefs <p><u>Religion, crime and the causes of crime:</u></p> <ul style="list-style-type: none"> ➤ <i>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</i> 	<p>Revision:</p> <p>Recapping the weak spots that have been identified throughout the course from year 10 and 11.</p> <p>This will come from assessment feedback and also student voice on topics they are unfamiliar with.</p>

- *Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.*

Families and gender equality

- *The nature of families, including:*
- *the role of parents and children*
- *extended families and the nuclear family.*
- *The purpose of families, including:*
- *procreation*
- *stability and the protection of children*
- *educating children in a faith.*
- *Contemporary family issues including:*
- *same-sex parents*
- *polygamy.*
- *The roles of men and women.*
- *Gender equality.*
- *Gender prejudice and discrimination, including examples.*

Peace, war and conflict:

Religion, violence and terrorism:

- *The meaning and significance of:*
 - *peace*
 - *justice*
 - *forgiveness*
 - *reconciliation.*
- *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.*

- *Reasons for crime, including:*
- *poverty and upbringing*
- *mental illness and addiction*
- *greed and hate*
- *opposition to an unjust law.*
- *Views about people who break the law for these reasons.*
- *Views about different types of crime, including hate crimes, theft and murder.*

Religion and punishment:

- *The aims of punishment, including:*
 - *retribution*
 - *deterrence*
 - *reformation.*
- *The treatment of criminals, including:*
 - *prison*
 - *corporal punishment*
 - *community service.*
- *Forgiveness.*
- *The death penalty.*
- *Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.*

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.*

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.