

Religious Studies Curriculum Intent

Our ambitious aims

By the end of their time with us at Gloucester Academy, our students will be able to:

- Have a rich and diverse knowledge of religious and non-religious beliefs and practices.
- Understand that our own and other's beliefs, values, ethics and actions have an impact on ourselves and the world at large.
- Have developed the skills to form opinions based in fact through questioning and healthy debate.
- How to study religious text and arguments confidently and in context.
- For students to have reached the top of their own personal mountain guaranteeing a choice of the best colleges and universities they may wish to attend.
- Have the ambition to pursue and acquire successful, fulfilling careers becoming well rounded members of society.

Big ideas

To achieve our aims, students will be exposed to and develop a deep understanding of several powerful religious concepts and themes.

Concept	Definition	Rationale
Religion	<ul style="list-style-type: none"> • A personal set or institutionalised system of religious attitudes, beliefs, and practices. • The service and worship of God or the supernatural. • How others show their commitment or devotion to religious faith or observance. 	Religion is one of the primary means for people wanting to explore the human condition of existence. Understanding and studying religion means having the chance to learn how others understand existence and our purpose.
Beliefs about God	<ul style="list-style-type: none"> • Understanding the various theistic beliefs and arguments about the existence of God 	To understand the difference between myth and belief in God through exploration of scientific evidence and arguments around the existence of God.
Practises and way of life	<ul style="list-style-type: none"> • The power of approaching things that matter deliberately, with presence, and with the intention to improve and grow. 	To expand our outlook on the world and give us a broader view of what it is to be human., To put personal religious beliefs in broader perspective when we are religious, an assist to religious understanding.
Diversity of religious and nonreligious belief	<ul style="list-style-type: none"> • The diversity within and between religions and nonreligious beliefs. 	To understand that Non-religious people are not an organised group of people but a diverse mix, with a wide variety of beliefs, values and ways of looking at the world.
Right and wrong, evil and suffering	<ul style="list-style-type: none"> • Doing the right thing is an act that is in accordance with the law, justice, and morality while doing the wrong thing is an act that is not in accordance with morality or the law. 	To understand the importance of knowing the difference between good and evil. To understand subjective and objective moral values and how what one person may view as good may be seen as evil by another person, unless there is an objective moral law giver.
Sacred texts and sources	<ul style="list-style-type: none"> • A sacred text is a writing that is guarded with great respect for the worship of a deity. • A source is a thing that was created during the period studied. 	To explore sacred texts, their authority as sources of wisdom and understand their importance to a religious believer.
Purpose of life	<ul style="list-style-type: none"> • Relating to the significance of living or existence 	To understand that your life purpose consists of the central motivating aims of your life—the reasons you get up in the morning. Purpose can guide life decisions, influence behaviour, shape goals, offer a sense of direction, and create meaning.

In Religious Studies, our students will study an ambitious curriculum that is both challenging for all and broad and balanced in scope.

Year	Summary of study	Narrative & Rationale
7	<p>Founders of Religion Buddhism - The Buddha - Prince Sidhartha Gotama, Sikhism - Guru Nanak, Judaism - Abraham, Christianity - Jesus Christ, Islam - Prophet Muhammad</p> <p>How do Theist's worship? Buddhism, Sikhism, Judaism, Christianity and Islam</p> <p>What is it like to be a Muslim in the 21st century? The Five Pillars of Islam: Shahadah, Sawm, Zakah, Salah, Hajj</p>	<p>In KS3, students begin by studying the foundational knowledge that underpins religion. Students learn how to Explain Religion and its Practices and Way of Life by exploring five of the main world religions. This is weaved together through the study of key religious figures and how those within those religions worship. This provides a firm base of knowledge in which later themes will constantly refer back to, for example, in KS4 students will explore religious beliefs and practices in much greater depth. In comparison students also learn a diversity of beliefs including nonreligious belief through the study of New Religious Movements, spiritual and secular worldviews.</p>
8	<p>Ethical and New Religious Movements What are Ethical and NRM?, Humanism, Mormonism, Aliens, New Atheism</p> <p>Is there a God? Creation myth - Buddhism, The Big Bang, Arguments for the existence of God - Cosmological, Fine tuning and Teleological</p> <p>Why is there evil and suffering? History of the Jews, Prejudice, Discrimination and Anti-Semitism, Concentration camps, Objective and Subjective moral values, Where does evil and suffering come from?</p>	<p>Knowledge about beliefs and practices in KS3 is built upon by exploring arguments for and against the existence and Belief in God, through philosophical arguments and making comparisons to myth and scientific explanations. An accumulation of knowledge is gradually built upon leading towards the role of God within the theme of Right and Wrong; Evil and Suffering. Throughout KS3 key themes relating to Sacred texts and sources and the Purpose of Life are entwined throughout.</p>
9	<p>Is Life sacred? Sanctity of life, Animal experimentation, Human life - transplants, Human life - euthanasia</p> <p>Beliefs about life after death Near Death Experiences (NDE), After Death experiences (ADE), Islam - afterlife, Christianity - afterlife, Buddhism afterlife</p> <p>The Big Story - Who is Jesus? Original sin, Names and titles, Miracles, Parables - Sheep and Goats, Death and resurrection</p>	<p>Our key concepts are weaved throughout the KS3 curriculum in order to build deep understanding of belief and practises of a wide variety of human thought necessary for GCSE and further education. Should students not wish to study Religious Studies after KS3, our curriculum equips them with the necessary tools to play an informed role in their local, national and international communities. Furthermore, it equips them with the skills to be informed, curious, moral and empathetic human beings.</p>
10	<p>Beliefs and Practises - Christianity The nature of God, The Trinity, Creation, Heaven and Hell, Judgement, The resurrection, Worship, Prayer, Baptism, Pilgrimage, Festivals, Evangelism</p> <p>St Mark's Gospel Theme G and H The early ministry of Jesus; The later ministry; The final days in Jerusalem; The Kingdom of God; Those disregarded by society; Faith and discipleship</p> <p>Beliefs and practises - Islam The nature of God, The Oneness of Allah, Angels, The Qur'an, The Prophet Muhammad, Heaven and Hell, Judgement, The mosque, The Five Pillars, Pilgrimage, Festivals</p>	<p>The GCSE follows the AQA Religious Studies B syllabus. Topics have been chosen based on students' prior learning at KS3 having equipped them with the basic knowledge to recall and build upon through the KS4 units. There are two papers: 1) Beliefs and Practises - Christianity and Islam; 2) 4 x Thematic Studies.</p> <p>In Year 10, Unit 1 focuses on beliefs and practices within the Christian religion by exploring the Practices and Way of Life for those who follow the teachings of Jesus. Unit 2 will study the authority of Sacred text and Sources through the exploration of Jesus and his teachings for the church in Mark's Gospel. As well as looking at the teachings of Jesus as a source of religious, moral and spiritual truth. Unit 3 and Unit 1 of Year 11 focuses on beliefs and practices within the religion of Islam by exploring the Practices and Way of Life for those who follow the teachings of the Qur'an through the Prophet Muhammad. Year 11, Unit 1 - Thematic Studies will explore the idea of Right and wrong; Evil and Suffering through topics such as animal abuse, abortion and euthanasia. Unit 2 is our final thematic topic: The existence of God and revelation looking at up to date arguments and scientific understanding of the universe and Beliefs about God.</p>
11	<p>Beliefs and practises - Islam cont. The nature of God, The Oneness of Allah, Angels, The Qur'an, The Prophet Muhammad, Heaven and Hell, Judgement, The mosque, The Five Pillars, Pilgrimage, Festivals</p> <p>The existence of God and revelation Theme C What is God like?, The Teleological argument, The First Cause argument, Miracles, Evil and Suffering, General revelation through holy books</p> <p>Religion and Life Theme B Environment, Animal rights, Animal experimentation, Abortion, Euthanasia, Care for the dying, Death and the afterlife</p> <p>Revision All units of work revisited</p>	<p>The topics studied cover a number of different religious themes and perspectives. They are not taught in 'papers', so over the two year period students will be revisiting the necessary skills needed for the different papers at regular intervals rather than all at once. It is a broad, diverse and fascinating subject to any student interested in learning about themselves and others.</p>