

## Curriculum Progression Pathway for RS

### **Subject Intent:**

Religious Studies enables students to develop and explore their own beliefs, values and traditions and those of others in a respectful and meaningful way, as well as exploring a wide range of philosophical and moral issues. Optional RS builds upon the KS3 Religious Studies by deepening and broadening their understanding of Christianity and Islam and how these two religions relate to their own experiences, values and beliefs.

### **Why is the study of RS important?**

The key religious concepts and skills embedded as part of the GCSE course allow students to reflect upon on and develop their own identity, values, beliefs and attitudes. Within this, RS equips student with the necessary skills and knowledge to understand the increasingly diverse global community in which we live and to be a respectful and responsible global citizen. This subject enables students to develop a core understanding of tolerance of other beliefs and develops cultural capital.

### **What skills will the study of RS teach students?**

#### **Disciplinary knowledge**

- Source/interpretation skills of religious texts and scriptures.
- Explanation of different religious beliefs and ceremonies
- Explanation of significant and common divergent views between and/or within religions and beliefs.
- Comparison of different religious beliefs and ceremonies.
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Forming a justified opinion.
- Literacy skills – extended essay writing, written and verbal communication, reading and comprehension
- Problem solving
- Forming an argument, persuading and debating

- To understand and interrogate their own position, presuppositions and values
- Empathy
- Critical thinking

**Substantive Knowledge**

- Islam and Christianity – core beliefs, key religious ceremonies, how religion informs daily life.
- How these beliefs inform key moral and philosophical concepts including crime and punishment, euthanasia, and matters of life and death

**What will students know and understand from the study of RS?**

- Recognise the influence of religion on individuals, communities and societies.
- Mutual respect for different religions specifically Christianity and Islam.
- Foster an ethos on individual liberty through expressing their own opinions while also respecting other people's beliefs and practices.
- Creating tolerance and empathy between different cultural beliefs and religions.

**How does the study of RS support students learning in other subjects?**

Cross curricular links have been established with subjects such Philosophy and Ethics and also the core element of religious studies at KS4. It also has links with History through the Holocaust and critical and debating skills which supports English e.g. mock court case presentation.

**How can you deepen students' understanding of RS?**

Sequential learning that builds upon existing knowledge to develop increasing complex probing questions.

Critical thinking skills.

Establishing links and the interconnections between and within different religions and beliefs.

Identifying similarities and differences between different faiths.

Development of disciplinary knowledge so students develop the skills to think like a religious studies student e.g. interpreting religious text, critical thinking, problem solving and debating.

Use of and explicit teaching of key religious terminology.

**How can RS support students' future progression?**

Transferable skills e.g. communication, problem solving, critical thinking, , discussion, debate, creating an argument the ability to identify, establish and explore interconnections between and within different belief systems  
Students can go on to study Religious Studies at A level and degree level ( including Masters and PHD) Religious Studies is valued as a subject by many employers and can lead into a vast variety of different forms of employment. Here are some examples, police, lawyer, government, community development officer, civil service, advice worker and media.

**Exam board used in Y10 & Y11**

Edexcel Specification B

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1				<p><b><u>Marriage and the family</u></b> Christian and humanist views on the importance of marriage. Divorce. Sexual relationships. Roles within the family.</p>	<p><b><u>Peace and conflict</u></b> What is peace? How do we create peace making? Pacifism.</p>
Autumn 2				<p><b><u>Marriage and the family and living the Christian life</u></b> Gender discrimination.</p>	<p><b><u>Peace and conflict</u></b> Passive resistance. Just War theory. Holy War.</p>

				Gender prejudice. Empowerment of female figures and the morality of this.	
<b>Spring 1</b>				<b><u>Muslim beliefs</u></b> Sunni and Shia Muslim believes – differences and similarities Names of Allah Prophets The Holy Books	<b><u>Revision</u></b>
<b>Spring 2</b>				<b><u>Muslim beliefs and living the Muslim life</u></b> Angels Life after death Allah's omniscience	<b><u>Revision</u></b>
<b>Summer 1</b>				<b><u>Living the Muslim life</u></b> <b><u>Crime and Punishment</u></b> Muslims views on justice and crime How should criminals be treated?	<b><u>Revision</u></b>
<b>Summer 2</b>				<b><u>Crime and Punishment</u></b> Muslim and humanistic view on the death	

				penalty. Forgiveness.	
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