

## Religious Studies

<p>What is the aim of the curriculum?</p> <p>How does it demonstrate ambition for students?</p>	<p>Our Religious Studies (RS) Curriculum at the Open Academy is based on the Locally Agreed Syllabus (Norfolk Agreed Syllabus). Our curriculum enables pupils to learn about a range of world faiths and world views, with most of the time devoted to Christianity as a global religion. Key questions are used to plan, design and deliver sequences of lessons that have been carefully mapped to ensure progression so that pupils are able to build their knowledge in religious studies as they progress through school. The RS Curriculum is taught through three key disciplinary strands of theology, philosophy and human/social sciences (Norfolk Agreed Syllabus). It is through these lenses that pupils gain religious knowledge and wisdom, it also provides a framework for our pupils to become religiously literate. The RS Curriculum and teaching approach is based around enquiry questions. This enquiry-based approach to learning enables pupils to focus on a enquiry question which explores aspects of the theological, philosophical and human/social sciences.</p> <p>The National Curriculum for Religious Studies aims to ensure that all students:</p> <ul style="list-style-type: none"> <li>• Know about and understand Christianity as a living faith that influences the lives of people world-wide and as being the religion that has most shaped British Culture and heritage.</li> <li>• Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.</li> <li>• Know about and understand other major world religions and worldviews, their impact on society, their culture and the wider world, enabling pupils to express ideas and insights.</li> <li>• Show a well-informed, balanced and respectful attitude to religions and worldviews.</li> <li>• Engage in meaningful and well-informed dialogue with those of other faiths and none.</li> <li>• Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions, exploring and enriching their own beliefs and values.</li> </ul>
<p>How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?</p>	<p>At the start of each academic year, pupils are given a base-line assessment in RS, this is to gather their prior knowledge of RS (how much they know already). 2 assessment tasks are given in each half-term in KS3(Years 7, 8 and 9). An end-of-year assessment is also written in July (this tests the pupil's knowledge gained throughout the year). Homework tasks are set each half-term (2 tasks per half-term)</p> <p>In KS4, an assessment is written after each unit. Mock exams are written in year 10 and year 11. Homework tasks are set each half-term. (4 tasks per half-term.)</p>

<p>How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?</p>	<p>The Religious Studies Curriculum builds pupils' knowledge and skills by using a progressive approach. This approach allows for the revisiting and deepens the understanding of key concepts across the different key stages. "Big Questions" are revisited throughout the curriculum, allowing students to build on their understanding as they encounter new religions and worldviews. For example, a concept introduced in Key Stage 3 (KS3) will be explored in greater depth in Key Stage 4 (KS4) and beyond, building on the foundation laid earlier. Religious education goes beyond textbook learning by incorporating the lived experiences of individuals and communities. This includes visiting places of worship, engaging with diverse religious leaders, and exploring how beliefs are practiced in real-world contexts. The curriculum encourages pupils to make connections between different concepts and religions, as well as to their own lives and experiences. This helps them to see the interconnectedness of religious and non-religious beliefs and practices and make meaningful connections between their own lives and the broader world.</p> <p>Pupils are taught how to develop critical thinking skills such as analysis, interpretation, and evaluation. They learn to examine religious and non-religious beliefs, identify different perspectives, and apply their knowledge to various contexts.</p> <p>The Religious Studies (RS) curriculum lays a foundation for future learning by fostering critical thinking, analytical skills, and a deeper understanding of diverse beliefs and cultures, which are valuable in many academic and professional fields. It encourages intellectual curiosity and the ability to engage with complex ideas, preparing students for further education and diverse career paths. Religious studies (RS) equips students with a broad range of transferable skills and knowledge that is valuable for future learning and various career paths. RS encourages students to analyze information, evaluate arguments, and form their own informed opinions. The topics studied during lessons involves discussions, debates, and presentations, which help pupils develop their communication and interpersonal skills. RS encourages pupils to reflect on their own beliefs and values, promoting self-awareness and personal growth.</p>
<p>How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)</p>	<p>Religious Studies can lead to A-levels, degrees (including Masters and PhDs) in Religious Studies, Theology, or related fields like Philosophy and Ethics. The subject is highly regarded by universities and colleges due to the transferable skills (critical thinking, evaluating, empathy) developed by pupils. Religious Studies provides a foundation for careers in education (teaching at various levels), social work, community development, law, medicine, and the civil service. Pupils who are passionate about social justice and ethics are able to follow careers in Non-Profit Organizations and Social Services.</p> <p>Pupils are able to effectively convey ideas through writing and speaking, this skill can be used in many careers in the workplace. Whilst studying RS pupils develop an appreciation for diverse beliefs and cultures, this allows them to be more empathetic and understanding of people around them. The topics studied in the RS Curriculum allows pupils to apply moral principles to real- world situations, this ethical reasoning is highly valued in the world of work. Pupils are continually gathering and interpreting information from various sources during their lessons, they then are able to use these skills of research and analysis in their future careers.</p>

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	How is identity influenced by religious belief and culture?	Modern Day Leaders- Can they inspire us?	Does the existence of evil prove that God does not exist?	Is it ever right to fight?	Why is Christianity the way it is?	How do Sikhs interact with culture and society?
	8	How do Jews respond to pain and suffering?	What are sources of authority for Christians and Hindus?	Religion- Is it useful or outdated?	Why is Islam the way it is?	What does it mean to have a good life?	How do Christians interact with culture and society?
	9	What is meant by sacredness? (3 lessons)	What is meant by sacredness? (3 lessons)	Is it reasonable to believe in life after death? (3 lessons)	Is it reasonable to believe in life after death? (3 lessons)	Can we put a price on Human Life? (3 lessons)	Can we put a price on Human Life? (3 lessons)
	10	Christian Beliefs	Marriage and the Family	Living the Christian Life	Matters of Life and Death	Muslim Beliefs	Muslim Beliefs
	11	Crime and Punishment	Living the Muslim Life	Living the Muslim Life	Peace and Conflict	Revision	Year 11 Exams
What key threshold concepts /core skills / themes are covered each half term?	7	Bar Mitzvah and Bat Mitzvah in Judaism Hajj in Islam Baptism in Christianity The 5 K's in Sikhism Diwali in Hinduism	Martin Luther King Mother Theresa Mahatma Gandhi	Introduction to evil, pain and suffering. Why do we suffer- origins of Christian suffering. The suffering of Jesus The resurrection of Jesus. Introduction to Siddhartha Gautama- his awareness of pain and suffering.	War- Is it necessary? Violent protest and terrorism. Weapons of mass destruction and nuclear weapons. Pacificism Just war theory	How did Christianity begin. What was life like for the Early Church. Constantine and the Council of Nicea. The Catholic Church and the Great Schism.	Sikhism in Britain A day in the life of a Sikh. Sewa and the Community Is the Gurudwara important to the Sikh Community? What impact do Sikh beliefs have on everyday life.
	8	Does suffering make it impossible to believe in God? What can Jews learn from the story of Job? The Holocaust.	The Bible as a source of authority for Christians. The Church as a source of authority for Christians. Jesus as a source of authority for Christians.	How do people understand the concept of religion? Does religion divide society?	The 5 pillars of Islam. The Life of Prophet Muhammad. Sunni and Shia Muslims The holy books in Islam. What does Islam mean to Muslims today?	What is the meaning of life? Is a happy life a good life? What is a happy life to Humanists?	Worship in Christianity Festivals and Celebrations in Christianity. Christian concerns about the environment.

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		Anne Frank- What can we learn from her story? How do we respond to suffering?	The holy books in Hinduism The role of a priest within the Hindu community	Should we study religions in school today? Will religion decline so that it is no longer part of people's lives.		How should we treat others? What really matters to us in the world?	How do Christians respond to suffering around them? How do Christians respond to reconciliation both in their personal and spiritual lives?
	9	Walsingham The Ganges The Western Wall	Mecca and Arafat The Golden Temple Bodh Gaya	Christian beliefs on Life after Death. Muslim beliefs on Life after death. Hindu beliefs on Life after death.	Non-religious views on Life after death. Jewish beliefs on Life after death. Buddhist beliefs on life after death.	The Sanctity of life in Christianity The sanctity of life in Islam. The sanctity of life in Judaism	Euthanasia- the law, Arguments for and against it. Case Studies on Euthanasia Debate on Euthanasia.
	10	The Trnity Creation of the Universe The Incarnation The Last Days of Jesus's life The Nature of Salvation. The problem of Suffering Solutions to the problem of suffering.	Christian and Atheist views to marriage Sexual Relationships Families Support for the family in the local parish. Family planning Divorce and remarriage Equality of men and women in the family Gender prejudice and discrimination.	Worship The role of sacraments in Christianity. The nature and purpose of prayer. Pilgrimage Festivals (Christmas and Easter) Future of the Church Importance of the local Church. The worldwide Church.	Origins and value of the universe. The sanctity of life. Origins and value of human life. Abortion, the law, arguments for and against abortion. Death and the afterlife Non-religious views to the afterlife Euthanasia The Natural World.	The six beliefs of Islam The 3 roots of Shia Islam. The nature of Allah. Risalah (Prophets)	Muslim holy books Angels in Islam Al Qadr (Fate) Akirah(Life after Death)
	11	Justice Crime Muslim views to good, evil and suffering. Attitudes to punishment.	The 10 Obligatory Acts. Shahadah (Oath of commitment) Salah(Prayer) Sawm(Fasting)	Zakat(Charity) Hajj(Pilgrimage) Jihad Celebrations and commemorations	Muslim attitudes towards peace. The role of Muslims towards peace. Attitudes towards conflict		

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		Aims of punishment. Forgiveness. Treatment of Criminals The Death Penalty			Pacifism Just war theory Holy war. Weapons of mass destruction Issues surrounding Conflict.		