

Curriculum Overview Plan

Subject: Religious Studies.

What will they be learning, why and in what order?

Curriculum Intent Statement

The fundamental principles within the Religious Studies Department at Darton Academy are:

- † To ask the 'Big Questions.' Whether you are religious or not, it is an undeniable fact that from the dawn of time, human beings have engaged in activities that we now call religion, such as prayer and worship.
- † To deepen our understanding of others and themselves. This will ensure our students have the critical thinking skills and a willingness to have their own ideas challenged as well as to appreciate other people's ideas.
- † To give students an opportunity to learn more about how different cultural and religious influences shape all our lives.
- † We want to ensure that our students are future ready. It is an irrefutable fact that the world is more multicultural and global than ever before. We no longer need to travel abroad to see a Hindu temple or an Islamic mosque. Consequently, it is more important than ever before that we develop our ability to understand and interpret other people's religious traditions, which is the key aim of the RS department. Research shows that 80 per cent of employers preferred job candidates who are knowledgeable about global issues. This is why Religious Studies is key to all students, regardless of personal beliefs.
- † GCSE RS delves into issues impacting all our lives, such as extremism and global conflicts. Our students will learn to look beyond the news headlines and ask relevant questions about why this is happening.
- † The RS department aims to instil a sense of responsibility, respectfulness, resilience and tolerance in all students we teach.

Coverage, content, structure and sequencing

Year 10

Year 11

<p>Expert Students</p> <p>Key Learning: knowledge and skills including local context</p> <p>Assessment: How will you assess the impact of teaching?</p>	<p>Area of study 1 – Religion, ethics and philosophy through Christianity.</p> <p>Section 1: Christian Beliefs. This section gives students a good understanding of the history and nature of Christianity. Exploring issues such as evil and suffering in the world as well as the concept of the Trinity and Christian eschatology. We will delve into the past and study the incarnation as well as the Passion, which will help students to understand the nature of salvation.</p> <p>Section 3: Living a Christian life. This section examines Christianity today. We will study the role Christianity plays in people’s lives. Students will assess the impact of religion on Christian life, through worship, prayer, pilgrimage and the sacraments. This section also asked questions about the future of the Christian Church as well as ask why as of 2019 Christians are now the most persecuted religious group in the world. This area of study aims to give students a foundation to build on with regards to sections 2 and 4. We also aim to dispel some myths surrounding Christians and Christianity as well as give students a better understanding of Christianity and Christians in the world today.</p> <p>Area of study 2 – Religious, peace and conflict through Islam.</p> <p>Section 1: Muslim Beliefs. This section gives a fascinating look into the different beliefs of Muslims, both Sunni and Shi’a. These beliefs govern all aspects of a Muslims life and are therefore fundamental in gaining an understanding of Islam today. Students will explore the ‘Six beliefs of Sunni Islam,’ as well as the ‘Five roots of Usul ad-Din’ in Shi’a Islam. This section will give students the opportunity to analyse concepts such as, Risalah, Malaikah, Al-Qadr, Akhirah, as well as many more.</p> <p>Section 3: Living a Muslim life. In this section we will explore the celebrations and commemorations practiced by Muslims in the world today. For example, Eid ul-Adha, Eid ul-Fitr, Ashura and Eid-ul-Ghadeer. Students will also gain an insight to the importance of giving to others when studying Zakah and Khums. We will cover the key elements of the Five Pillars, Shahadah, Salah, Sawm, Zakah and Hajj. Importantly, we will dispel the misconceptions surrounding ‘jihad.’</p>	<p>Area of study 1 – Religion, ethics and philosophy through Christianity.</p> <p>Section 2: Marriage and the family. In this section students will look at the issues surrounding marriage and divorce. To help them understand why marriage is important to many people as well as assessing the reasons people may get divorced. Students are taught about different types of sexual relationships together with divergent Christian views. We also cover, support for families as well as family planning and contraception. A key issue in society today is equality of the sexes, and this is something we also explore.</p> <p>Section 4: Matters of life and death. Matters of life and death is a captivating section as we will examine the origins and value of the universe. Looking at scientific views of creation such as the Big Bang as well as the evidence to support it e.g., Redshift, Cosmic background radiation. We then ask questions of the Christian creation story as shown in Genesis 1. We follow this up by discussing Darwin and evolution, to determine the origin and value of human life as well as the ideas around life after death. This leads directly into issues around abortion and euthanasia, which are always very topical subjects. Finally, student’s analysis the natural world and how important it is for use to look after it, to enable us to pass it on to future generations.</p> <p>Area of study 2 – Religious, peace and conflict through Islam.</p> <p>Section 2: Crime and punishment. In section 4, crime and punishment, we investigate aspects of the law, both Shari’ah as well as the law in the UK. Students are able to learn about the idea and need for justice and forgiveness. We evaluate crime and the causes of crime. Which leads us to the aims of punishment, the treatment of criminals and finally the death penalty.</p> <p>Section 4: Peace and conflict. The last section looks at peace and conflict with the aim to clear up any myths about Islam and terrorism. We evaluate Muslim roles and attitudes toward peace and peacemaking, as well as attitudes to conflict. This section analyses the Just War theory and Holy War, also known as the lesson jihad. We debate the rights and wrongs of having weapons of mass destruction in the world today. We don’t just analyse conflict on a global scale, we look at issues around domestic violence and honour-based killings.</p>
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<p style="text-align: center;">Confident Communicators</p> <p style="text-align: center;">Key Tier 2 and 3 Vocabulary</p> <p>Note – this is not all the words they need to know or will hear, but they are the words they will hear the most.</p>	<p>Tier 2: Trinity, Begotten, Creed, Charismatic, Conservation, Communion, Liturgy, Dignity, stewardship, Gospels, Propheted, Maundy, Blasphemy, Ascension, Salvation, Atonement, Sacrament, Passion, Purgatory, Hajj, Resurrection, Omnipotent, Omnibenevolent, Omnipresent, Omniscient, Atheist, Theist, Agnostic, Salah, Zakah, Ramadan, Destiny, Haram, Shirk, Ummah, jihad, Pilgrimage, Iman, Adhan, Khums, Shahadah, Parable, Obligatory, Polytheism, Hadith, Khalifah, Qur'an, Shi'a, Sunni, Adalat, Malaikah, Risalah, al-Qadr, Caliph, Makkah, Predestination, Clergy, Liturgical/non-Liturgical, Eucharist/Mass, Absolution, Supplication, Missionary, Evangelisation, Catechism, Denomination, Dioceses.</p> <p>Tier 3: Qiblah, Jummah, Mihrab, Wudu, Raka, Laylat al-Qadr, Ka'ba, Usul ad-Din, Barzakh, Transubstantiation, Pentecostal, Adulation, Epiphany</p>	<p>Tier 2: Monogamy, Procreation, Cohabitation, Spouse, Humanist, Abstinence, Adultery, Promiscuity, Faithful, Consensual sex, Ethnicity, Homophobia, Situation ethics, Polygamous, Monogamous, Maternal, Contraception, Paternal, Conception, Covenant, Subordinate, Dominant, Sex discrimination, Suffragette, Ordained, Equality, Gender prejudice, Gestation, Gender discrimination, Creationism, Evolution, Supernova, Commodity, Euthanasia, Palliative, Hadith, Acquisitive, Haram, Humane, Probation, Compensation, Shari'ah, Qisas, Deterrence, Protection, Blasphemy, Salaam, Salaam alaykum, Divine, Repatriate, Nationalism, Patriotism, Pacifism, Militarism, Genocide, Proportional.</p> <p>Tier 3: Abortifacients, Unitive purpose, Creative purpose, Annulment, Consummate, Infanticide, Vicegerent, Perpetrator, Madrasah, Qadi, Retributive, Utilitarianism, Prophetic jihad, Harb-al-Muqadis.</p>
<p style="text-align: center;">Future Ready</p> <p>Careers encounters and aspirational cultural capital Opportunities (Inc. visits and enrichment opps)</p>	<ul style="list-style-type: none"> † Visits to a place of pilgrimage, such as Canterbury Cathedral. † Visit to Rome to visit Vatican City and/or Turin to see the Shroud of Turin. † Visit local places of worship, such as a Church, Mosque, Mandir or a synagogue. 	<ul style="list-style-type: none"> † Visit the Magistrates or Crown Court. † The Natural History Museum. † May be speak to young offenders to find out more about crime and the reasons for crime. † Not a visit but a guest speaker from the police to talk about issues with knife crime etc. † Visit the UN in New York – links in with Just War, terrorism, global issues.
<p>The Darton Mindset underpins all our core principles and practice = Responsibility, Respect, Resilience.</p>		