

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.
- Study religious text and arguments confidently and in context.
- Have reached the top of their own personal mountain guaranteeing a choice of the best colleges and universities they may wish to attend.
- Become 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.

Curriculum journey

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	Founders of Religion Buddhism - The Buddha - Prince Sidhartha Gotama, Sikhism - Guru Nanak, Judaism - Abraham, Christianity - Jesus Christ, Islam - Prophet Muhammad How do Theist's worship? Buddhism, Sikhism, Judaism, Christianity and Islam What is it like to be a Muslim in the 21st century? The Five Pillars of Islam: Shahadah, Sawm, Zakah, Salah, Hajj	<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> <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> <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>
8	Ethical and New Religious Movements What are Ethical and NRM?, Humanism, Mormonism, Aliens, New Atheism Is there a God? Creation myth - Buddhism, The Big Bang, Arguments for the existence of God - Cosmological, Fine tuning and Teleological 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?	
9	Is Life sacred? Sanctity of life, Animal experimentation, Human life - transplants, Human life - euthanasia Beliefs about life after death Near Death Experiences (NDE), After Death experiences (ADE), Islam - afterlife, Christianity - afterlife, Buddhism afterlife The Big Story - Who is Jesus? Original sin, Names and titles, Miracles, Parables - Sheep and Goats, Death and resurrection	
10	Beliefs and Practises - Christianity The nature of God, The Trinity, Creation, Heaven and Hell, Judgement, The resurrection, Worship, Prayer, Baptism, Pilgrimage, Festivals, Evangelism 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 Religion and Life Theme B Environment, Animal rights, Animal experimentation, Abortion, Euthanasia, Care for the dying, Death and the afterlife	
11	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 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 Revision All units of work revisited	<p>In KS4, Religious Studies is taught through different themes. The two main religions studied are Christianity and Islam as well as focusing on a diversity of religious and non-religious beliefs. We begin with looking in depth at Christian practices and beliefs. This will build upon knowledge that has been embedded throughout KS3 and form a solid base to then confidently study Mark's Gospel. Here, students will be able to experience religion through exploring the authority and historical context of a holy book as well as what it teaches. For example, they will study the teachings of Jesus and the impact these teachings have in our world today for both the believer and non-believer and on UK law. Next students will study what religion believes about relevant topics linked to Religion and Life, topics such as the sanctity of life. For example, students will get to question the value of life and understand how religious and non-religious belief impacts how we view things such as healthcare, end of life provision and the afterlife. Here students can use what they have learned and apply their understanding to relevant topics in today's world. Also, as students mature they will have developed the skills to make informed choices and well thought through opinions of their own. At the start of Year 11, students will return to an in depth study of Islam, looking at their beliefs and practices. This will again be revisiting knowledge studied at KS3 and building upon it in greater depth. Finally, students will study beliefs about God and the origins of the universe, this will enable students to think about the purpose of life and explore what both science and religion have to say on the subject.</p>

