



love the journey

## Curriculum Implementation 2024-25

### Secondary

<b>LCA Strand</b>	<b>Humanities</b>
<b>Subject</b>	<b>RS</b>
<b>Key Stage</b>	<b>Key Stage 4 (Chapter 10-11)</b>

<p>What are the key concepts taught?</p>	<p>In R.S, we explore a wide range of concepts, varying from topic specific content to concepts related to the study of the discipline. Key topic specific concepts include:</p> <ul style="list-style-type: none"><li>• Faith</li><li>• Worship</li><li>• Community</li><li>• Sacraments</li><li>• Pilgrimage/Hajj</li><li>• Monotheistic</li><li>• Holy books</li><li>• Festivals</li><li>• A Prophet</li><li>• Guru</li><li>• Poverty</li><li>• Charity</li><li>• Blasphemy</li><li>• Prayer</li><li>• Sin</li><li>• Forgiveness</li><li>• Halal and Haram</li><li>• Tolerance</li><li>• Free will</li><li>• Spiritual</li><li>• Creation</li><li>• Justice</li><li>• Equality</li><li>• Discrimination</li><li>• Taxation</li><li>• Legacy</li><li>• Ceremony</li><li>• Philosophy</li><li>• Reflection</li><li>• Conflict</li></ul>
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- Choice
- Morality
- Etymology
- Theological
- Eschatology
- Ecclesiology
- Submission
- Jihad

Key subject disciplinary concepts include:

- Importance
- Consequence
- Significance
- Change
- Comparison, Similarity and difference
- Analysis
- Evaluation
- Judgement

## What is the sequencing of units?

N.B The philosophical studies draw each series of learning together. This establishes natural links and determines the sequencing of the learning.

### Ch10

Ch10 begin their GCSE with a study of Christianity. It starts by gaining an understanding on why it is called Christianity and the word 'Christ.' This leads to learning on the central importance of Christ in the religion. Pupils build on this by considering the Bible and how it can be interpreted differently. Having completed the above learning, pupils will then think philosophically about Christ and the theological concepts and debates that exist. This leads to a study of Christian belief in the afterlife, the resurrection of Christ and the idea of the Second Coming. This area of study ends by considering the role of God and pupils explore the philosophical dilemma of 'Does God have to be Good?'

Ch10 continue their study of Christianity by considering the church and the rituals of the religion. This includes studies on worship, prayer and pilgrimage. Philosophical aspects of this study include 'is God everywhere?' Christian festivals are explored to determine their meaning and importance.

The focus in Ch10 then switches to Islam. This begins with a contextual study on life before Islam which then progresses into the Prophets. Beliefs about God (Allah) are then explored such as Tawhid and the concept of submission. The above leads to a study of the Qur'an, its basis of authority and how it can be interpreted. Islamic beliefs in life after death are investigated. Philosophical debates that emerge in this unit include 'Should God have stopped at Angels?' and 'Is Islam something you do or believe?'

	<p>Ch10 conclude the year with a focus upon Islamic practises, this includes ceremonies and celebrations. Pupils also explore the idea of commemoration. They will also investigate Zakat. Philosophical debates emerge around the question of ‘do all Muslim’s want the same thing?’ This leads into exploring the differences across Shi’a and Sunni. Pupils then engage in an ethical study of Jihad.</p> <p><b>Ch11</b></p> <p>Ch11 undertake a series of studies on philosophical and ethical issues. With each issue they explore how a variety of religions view and respond to these issues. This begins with a focus upon ‘Relationships and Families.’ This includes marriage, sexuality, gender equality, divorce and parenting.</p> <p>The next issue explored in Ch11 is ‘Religion and Life.’ Here there is a comparison between the beliefs of religions and science. They explore creation, the world and the environment and resources, animal rights and the value of human life (abortion and euthanasia.)</p> <p>Ch11 then consider ‘The existence of God and revelation.’ The focus is upon traditions of God, why different views of God exist, can we prove God exists?, the Design Argument and the First Cause Argument, evil and suffering, special revelation and Enlightenment.</p> <p>Ch11 finish with a study of ‘Religion, human rights and social justice.’ Here pupils investigate social justice, human rights, prejudice, poverty, discrimination and charity.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>A significant part of R.S is the links and patterns that emerge. Studies of religions such as Islam, Sikhism, Judaism and Christianity appear in more than one year groups learning, thus linking KS3 to KS4. The links here are fostered through recall of previous learning and building that into deeper studies. The study of Sikhism and Judaism in Ch8 will link to the Ch11 philosophical studies of how different religions view a range of issues. The Ch10 learning prepares pupils for Ch11 by considering the culture and context of Christianity and Islam. The philosophical and ethical nature of the Ch11 content can only truly be understood with the Ch10 coverage taking place in advance.</p> <p>Comparisons are made between different religions so that pupils may understand the similarities and differences that exist.</p> <p>Studies of moral issues can be linked to different religions. Pupils consider how a religion might view an issue and how a tolerant and open society will treat religious views.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND,</p>	<p>Adaptive teaching methods are deployed to challenge every pupil at an appropriate level. Frequent strategies include scaffolding, modelling, revisiting specific concepts or language and through questioning.</p>
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<p>the more and able and disadvantaged pupils?</p>	<p>School policies are followed such as 'Quality First,' Champion Teaching' and SEND profiles. Teachers work with LSA's to get the best out of targeted students.</p> <p>Stretch and challenge is evident through questioning, challenge tasks, live marking and instant feedback.</p>
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Every lesson begins with a 'Do Now' activity, the vast majority of these require retrieval from the previous lesson or prior learning.</p> <p>Many tasks within lessons require short term retrieval. Others require more medium to long term thinking.</p> <p>The sequencing of the curriculum means that students must be able to see the connections. Teachers plan questioning around this and expect pupils to recall details from previous lessons or previous years.</p>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers provide feedback to each class and demonstrate how to move forward. Individual conversations take place with pupils who are underachieving.</p> <p>Pupils reflect upon their outcomes and discuss this with their peers and feedback to the teacher. This informs future planning and can lead to a revisit of a topic/skill.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>Reading is an integral part of R.S. Almost every lesson will require some form of reading. In R.S, the aim is to facilitate reading for purpose and enable pupils to understand the significance of the text.</p> <p>Reading tasks are planned and encourage pupils to see the link between the wording of the question and the content of the reading. Religious texts are frequently deployed and require the pupils to read in order to gain an understanding.</p> <p>Sometimes pupils are expected to read aloud, on other occasions there will be silent reading followed by questioning and there will also be examples of the teacher reading to the pupils in order to model and demonstrate what our expectations are. Discussions follow on from this reading and allow teachers to judge levels of understanding and develop strategies to make even further progress.</p>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> Marking also includes the correction of words of religious importance. Pupils may be provided with an ideal sentence or a paragraph or words they should use when constructing an argument. Modelling is used. Challenging vocab will be discussed and defined and there will be an expectation to</p>

use it in writing, this includes words in other languages/names/places. Live marking allows for instant correction of capitalisation, spelling, punctuation.

**Numeracy:** Chronology is frequently discussed and used within teaching. Pupils must have an awareness of context in order to answer questions. Data is analysed when teaching a variety of topics and may be displayed in tables, charts or graphs.

**Oracy:** Discussion based activities are frequent and permit pupils to develop confidence in constructing a reasoned argument. Reading aloud is frequent. Pair and group activities are regularly used to allow pupils to discuss academic matters with their peers. Group presentations are used to enhance confidence, enhance understanding and develop the required skills. Discussion based activities are frequently used to take our pupils beyond the syllabus or to consider events/issues in the modern world.

**SMSC:** R.S affords many opportunities to engage with SMSC. Pupils study a range of societies, as such they are exploring issues such as rights, religious beliefs, persecution, discrimination, racism, gender roles, welfare, colonialism, democracy, free will, choice etc. The Ch I I content explores issues around marriage, gender equality, racism, the environment and human rights. Personal experiences of those who encountered the above will be used and Pupils have the opportunity to learn from those who engage in religious practice.