

Short Course RS Key Stage 4 Curriculum



Curriculum Intent

Religious Education develops students' religious literacy, in preparation for taking their place in a diverse and ever-changing world. Students are equipped with a secure foundation in theology – the systematic study of religious beliefs – and how to apply this to explore philosophy, examining moral issues and considering what is reasonable to believe. *Theology and Philosophy provide our students with multiple critical lenses through which to investigate religion, world events, and the impact on both their local community and wider world.*

Overview

Year 10

- Christian beliefs
- Theme A- Religion, Relationships and families
- Theme D- Religion, War and Conflict

Year 11

- Islamic Belief
- Revision

Content

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Christian Beliefs Paper 1- 25% of the course			Theme A- Religion, Relationships and families Paper 2-25% of the course		Theme D- Religion, War and Conflict Paper 2-25% of the course

<p>Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.</p> <p>Students should study the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them.</p> <p>Topics included in this unit are:</p> <ul style="list-style-type: none"> • The Holy Trinity • Beliefs about God • Evil and Suffering • The Crucifixion • The Resurrection • The Ascension 	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all these issues.</p> <p>Topics included in this unit are:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. • The nature of families, including: <ul style="list-style-type: none"> ○ the role of parents and children ○ extended families and the nuclear family. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. 	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>Topics included in this unit are:</p> <ul style="list-style-type: none"> • Peace. • Justice. • Forgiveness. • Reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war. • The just war theory. • Holy war. • Pacifism.
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Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Islam Beliefs Paper 1- 25% of the course		Exam Skills	Revision of all exam content		

<p>Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.</p> <p>Students should study the beliefs, teachings and practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them.</p> <p>Topics covered in this unit are:</p> <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam • Tawhid Qur'an Surah 112. • The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat, immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: 	<p>A focus on key exam skills for GCSE AQA Religious Studies focusing on:</p> <ul style="list-style-type: none"> • Knowledge and Understanding – Students must explain religious beliefs, teachings, and practices clearly and accurately. • Application – They need to apply these beliefs to real-world ethical and philosophical issues. • Analysis and Evaluation – Students are expected to consider different viewpoints and build reasoned arguments, especially in longer essay-style questions. • Use of Religious Terminology – Using key terms correctly shows depth of understanding. 	<p>Revision is essential for GCSE RS because it helps students consolidate their understanding of key religious beliefs, teachings, and ethical issues. Regular revision strengthens memory, improves confidence, and allows students to practise applying their knowledge to exam-style questions. It also helps them develop the critical thinking and evaluation skills needed for higher-mark answers. By revisiting topics and practising exam techniques, students are better prepared to express their ideas clearly and thoughtfully under timed conditions.</p>	
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<ul style="list-style-type: none"> • Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance. 	<p>Structured Writing – Organising answers clearly helps students communicate their ideas effectively and gain higher marks.</p>		
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