

Option 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

(The other 50% of the specification will be covered in the core RS lessons)

Year 10

- Theme B: Religion and Life
- Christian Practices
- Theme E: Crime and Punishment

Year 11

- Islamic Practices
- Revision

Content

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme B: Religion and Life Paper 2- 25% of the course			Christian Practices Paper 1-25% of the course		Theme E: Crime and Punishment Paper 2-25% of the course

<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 covered in this unit are:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation. • The origins of the universe, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of the universe, and different interpretations of these ○ the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: <ul style="list-style-type: none"> ○ animal experimentation ○ the use of animals for food. 	<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, teachings and practices 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 covered in this unit are:</p> <ul style="list-style-type: none"> • Different forms of worship and their significance: <ul style="list-style-type: none"> ○ liturgical, non-liturgical and informal, including the use of the Bible ○ private worship. • Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: <ul style="list-style-type: none"> ○ the meaning of sacrament ○ the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism ○ the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is 	<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 covered in this unit are:</p> <ul style="list-style-type: none"> • Corporal punishment. • Death penalty. • Forgiveness. • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime. • Views about people who break the law for these reasons. • Views about different types of crime, including
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	<p>celebrated and different interpretations of its meaning.</p> <ul style="list-style-type: none"> • The role and importance of pilgrimage and celebrations including: <ul style="list-style-type: none"> ○ two contrasting examples of Christian pilgrimage: Lourdes and Iona ○ the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. 	<p>hate crimes, theft and murder.</p>
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Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Islamic Practices Paper 1-25% of the course</p>		<p>Exam Skills</p>	<p>Revision of all exam content</p>		
<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>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 	<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>		

<p>Topics covered in this unit are:</p> <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam • Shahadah • Salah and its significance • wudu and rak'ah • Friday prayer: Jummah • Sawm • Zakah including Khums in Shi'a Islam. • Hajj: including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura. 	<p>real-world ethical and philosophical issues.</p> <ul style="list-style-type: none"> • 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. • Structured Writing – Organising answers clearly helps students communicate their ideas effectively and gain higher marks. 		
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