



# Religious Education KS4 Curriculum Overview



Key Stage 4 Curriculum Journey: Religious Education Year 10

Week 1			
	←	→	
	Christian Beliefs and Teachings	Islamic Beliefs and Teachings	Human Rights
<b>Key content</b> (know that...know how...)	Students will explore the core beliefs of Christianity and will begin with an exploration of the nature of God. They will explore the life of Jesus and the significance of key events to Christians in the world today. Students will develop an understanding of Christian beliefs about the afterlife.	Students will explore the core beliefs of Islam and will develop a deeper understanding of the nature of God, introduced at key stage 3. They will explore the teachings of the Qur'an and understand the way in which Islam developed through the life of Muhammad. Students will be able to identify the key differences between Sunni and Shi'a Muslims and understand what caused the split. The role of prophets and angels will form part of the learning, with students making links to the roles they play in Islamic beliefs. Students will develop an understanding of Islamic beliefs about the afterlife.	Students will explore the things that we are entitled to simply because we are human. Students will consider issues of human rights from Christian and Muslims perspectives. They will focus on issues of wealth, poverty and race as areas in which people may experience injustice, prejudice and discrimination. Students will gain knowledge and understanding of how conflicts may arise between people and the state in which they live.
<b>Prior Knowledge</b>	Students will know about the life of Jesus and that Christianity has its roots in Judaism. They will understand the nature of God and that Christianity is a monotheistic faith.	Students will have contextual knowledge about life in Mecca prior to Muhammad. They will have an understanding that Islam is part of the Abrahamic faiths.	Students will understand some human rights. They will have an awareness of examples of prejudice and discrimination in society such as the Civil Rights Movement. They will know that Christians and Muslims believe that human life comes from God.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GCSE Assessment Objectives</b></p>	<p>AO1 Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul> <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>	<p>AO1 Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul> <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>	<p>AO1 Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul> <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Assessments</b></p>	<p>Component assessment based on the Christianity Beliefs and Teachings unit of study. This will assess Assessment Objectives 1 and 2.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>	<p>Composite knowledge assessment to recall prior learning linked to the Abrahamic Faiths.</p> <p>Component assessment based on the Islam Beliefs and Teachings unit of study. This will assess Assessment Objectives 1 and 2.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>	<p>Composite knowledge assessment to recall prior learning linked to the Abrahamic Faiths.</p> <p>Component assessment based on the Islam Beliefs and Teachings unit of study. This will assess Assessment Objectives 1 and 2.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>



	Week 1 				
	Good and Evil	Relationships	Life and Death	Christian Practices	Islam Practices
<b>Key content</b> <b>(know that...Know how...)</b>	<p>Student will explore what 'good' and 'evil' mean and where ideas linked to good, and evil have come from. Students will use prior knowledge about the nature of God to assess how issues of good and evil affect people's relationship with God or each other. Students will consider good and evil through Christian and Muslim teachings, beliefs and attitudes. Students will consider moral responsibility and how far people can be held responsible for their behaviour. Students will consider how human behaviour can vary depending how people view the sources of authority.</p>	<p>Students will be able to understand that there is variety in human sexuality, understand religious teaching and attitudes to human sexuality and sexual relationships, consider what 'makes and breaks' relationships. Students will be able to explain religious attitudes towards sexual relationships before marriage and outside of marriage, towards contraception, the purpose for marriage, cohabitation, attitudes towards divorce and gender roles, including those in worship.</p>	<p>Students will be able to outline a scientific theory of the origin of the universe, origins of life and evolution. Students will know the details of religious teachings about the origins of the universe and human life. Students will understand a variety of religious teachings about the duty to protect the planet, building on their knowledge of creation accounts. Students should be able to explain the concepts of sanctity and quality of life, abortion and euthanasia death and the afterlife. Students will be exploring the funeral rites in a Christian, Islamic and humanist funeral service.</p>	<p>Students will know about Christian worship and festivals. Students will know about liturgical, non-liturgical and informal, including the use of the Bible. Students will know about private worship, prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. Students will know about the role and meaning of the sacraments such as baptism, Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. Students will understand the role and importance of pilgrimage and celebrations; Walsingham and Taizé. Students will know the significance of Christmas and Easter in Great Britain today. Students will know about the role of the church in the local and worldwide community, including food banks and street pastors. Students will know the place of mission, evangelism</p>	<p>Students will know the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. Students will know about the concept of Shahadah as the declaration of faith and its importance for Muslims. Students will know about Salah, how and why Muslims pray including: times; directions; ablution (wudu); movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jumma). Students will know key differences in the practice of salah in Sunni and Shi'a Islam and different Muslim views about the importance of prayer. Students will understand the significance of the role and significance of fasting during the month of Ramadan including: origins; duties; benefits of fasting; the exceptions and their reasons; the Night of Power. Students will know the role and significance of giving alms including: origins; how and why it is given. Students will understand the rites of Hajj, including the observance of Id-ul-Adha and their significance to Muslims. Students will know the meaning and significance of greater and lesser jihad: origins, influence and</p>



				and Church growth. Students will understand the importance of the worldwide Church including: working for reconciliation, how Christian churches respond to persecution eg, Tearfund.	conditions for the declaration of lesser jihad. Students will know about the Ten Obligatory Acts of Shi'a Islam, Id – Ul Fitr, Ashura.
<b>Prior Knowledge</b>	Students will have explored the attitudes to crime and punishment. They will understand why some actions may be considered unforgiveable.	Students will have an awareness of human relationships in society and be able to offer some reasons why relationships may fail.	Students will have an awareness of the creation story for Christians and Muslims. They will be able to recall the story of Original Sin.	Students will be able to suggest a traditional use of the Church for Christians. They will have an awareness of the Last Supper and the significance of this for Christians.	Students will understand the differences between Sunni and Shi'a. Students will know the Five Pillars and be able to suggest the importance of these.
<b>GCSE Assessment Objectives</b>	AO1 Demonstrate knowledge and understanding of religion and belief*, including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul> AO2 Analyse and evaluate aspects of religion and	AO1 Demonstrate knowledge and understanding of religion and belief*, including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul>	AO1 Demonstrate knowledge and understanding of religion and belief*, including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul>	AO1 Demonstrate knowledge and understanding of religion and belief*, including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul> AO2 Analyse and evaluate aspects of religion and belief*,	AO1 Demonstrate knowledge and understanding of religion and belief*, including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul> AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.



	<p>belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>	<p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>	<p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence</p> <p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>	<p>including their significance and influence</p> <p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>	<p>* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements</p>
<p><b>Assessments</b></p>	<p>Composite end of year assessment based on the sequence of learning in year 10.</p> <p>Component assessment based on the Human Rights unit of study. This will assess Assessment Objectives 1 and 2.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>	<p>Component assessment based on the Relationships sequence of learning. This will assess Assessment Objectives 1 and 2.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>	<p>Students will sit a composite assessment as part of their November mock exam series, this will include the units of work studied to date.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>	<p>Composite assessment based on the study of Christianity Beliefs and Teachings.</p> <p>Component assessment based on the Christianity Practices sequence of learning. This will assess Assessment Objectives 1 and 2.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>	<p>Composite assessment based on the study of Islam Beliefs and Teachings.</p> <p>Component assessment based on the Islam Practices sequence of learning. This will assess Assessment Objectives 1 and 2.</p> <p>Define (2) Describe (5) Explain (8) Discuss (15)</p>