Curriculum Overview – Religious Studies

Intent
Religious Education contributes significantly to the Christian character of the Academy and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. Pupils will be able to deepen their understanding of God as encountered and taught by Christians. The teaching of RE makes links between the beliefs, practices and value systems of a range of faiths and world views studied. The RE curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

The overarching concepts for Religious Studies at Sarum Academy are:

- **Personal growth** – developing compassion and empathy
- **Stewardship** – caring for all creation
- **Respect** – showing tolerance of others beliefs, opinions and cultures
- **Asking Big Questions** – communicating effectively and listening to others
- **Morality** – understanding right from wrong, accepting rules and boundaries
- **Courageous Advocacy** – challenging injustice by standing up for the rights of others

Implementation
Learning is embedded through the development of knowledge and skills over time. Termly assessments are cumulative and assess what has been learnt in the year. Term 6 assessments cover all subject matter. Progression is mapped coherently. This progression allows for effective differentiation, marking and feedback and stretch for more able pupils. Pupils have access to vocabulary and spelling lists. Regular extended writing allows pupils to developing their language and vocabulary.
## Religious Studies at Sarum Academy – Curriculum Overview (Knowledge and skills)

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### Year 9

**CHRISTIANITY BELIEFS AND TEACHINGS (AQA GCSE)**
- The nature of God
- Creation beliefs
- The incarnation and birth of Jesus
- The crucifixion of Jesus
- The resurrection of Jesus

**CUMULATIVE ASSESSMENT**

**CHRISTIANITY PRACTICES (AQA GCSE)**
- The ascension of Jesus
- The Trinity
- Death and afterlife
- Sin and Salvation
- Atonement

**UNIT ASSESSMENT**

**CHRISTIANITY PRACTICES (AQA GCSE)**
- The role of the Church in the local and worldwide community
- Charitable organisations

**CUMULATIVE ASSESSMENT**

**CHRISTIANITY PRACTICES (AQA GCSE)**
- The church
- Worship
- The importance of prayer
- Sacraments
- Festivals and pilgrimage

**UNIT ASSESSMENT**

**CRIME AND PUNISHMENT (AQA GCSE)**
- Causes of crime
- Types of crime
- Aims of punishment
- Religious attitudes to lawbreakers
- Religious attitudes towards punishment and the death penalty

**UNIT ASSESSMENT**

**RELIGION AND LIFE (AQA GCSE)**
- The origins of the universe
- The value of human life
- The use and abuse of the environment
- Pollution
- The use and abuse of animals
- Abortion
- Euthanasia
- Death and the Afterlife

**UNIT ASSESSMENT**

### Year 10

**BUDDHISM BELIEFS AND TEACHINGS (AQA GCSE)**
- The birth of the Buddha.
- The four sights.
- The life of the Buddha.
- Enlightenment.

**BUDDHISM PRACTICES (AQA GCSE)**
- Meditation.
- The visualisation of Buddhas and Bodhisattvas.
- Ceremonies

**RELATIONSHIPS AND FAMILIES (AQA GCSE)**
- Religious teachings about marriage
- Divorce and remarriage
- Religious freedom.

**HUMAN RIGHTS AND SOCIAL JUSTICE (AQA GCSE)**
- Social justice.
- Human rights and responsibilities.
- Religious teachings about wealth.

**HUMAN RIGHTS AND SOCIAL JUSTICE (AQA GCSE)**
- Buddhist teachings about wealth.
- Christian teachings about wealth.
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- The Dhamma.
- The concept of dependent arising.
- The three marks of existence.
- The Four Noble Truths.

CUMULATIVE ASSESSMENT

- Pure Land Buddhism.
- Places of worship and Puja.

UNIT ASSESSMENT

- and rituals associated with death and mourning.
- Festivals.
- Karma and rebirth.
- Compassion and loving-kindness.
- The Five Moral Precepts.
- The six perfections.

UNIT ASSESSMENT

- teachings about the nature and purpose of families
- Religious beliefs about gender equality.

UNIT ASSESSMENT

- Prejudice and discrimination.
- Poverty and its causes.
- Exploitation of the poor.
- Giving to the poor.

UNIT ASSESSMENT
Impact

By the end of Key Stage 3 pupils will be familiar with the origins and history of Christianity as the major world religious tradition of Great Britain, as well as the other major world religions of Islam, Buddhism and Hinduism. Pupils will be able to describe a range of religious concepts including the practices of prayer and worship as well as Christian sacraments such as Holy Communion and how they are performed. Pupils will understand the significance of religious rules such as The Ten Commandments and The Five Pillars of Islam and their lasting importance in contemporary society. Pupils will develop confidence in becoming courageous advocates, challenging injustice and suffering in the world and through personal experience, foster empathy and tolerance within a diverse world. Through the teaching of Stewardship, pupils will develop care and respect for each other and the world in which they live. Teaching of the Golden Rule which is upheld by all religions, and other religious stories and parables will instil and reinforce the qualities of kindness and tolerance and support the need for equality for all.

By the end of Key Stage 4 pupils will demonstrate a deeper understanding of Christian and Buddhist beliefs, teachings and practices and how these can differ depending on denomination. Pupils will be identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils will confidently articulate justified opinions on ethical issues, giving personal, religious and non-religious views. Pupils will be able to explain in detail how religious teachings in both Christianity and Buddhism can be applied to contemporary moral issues such as euthanasia, abortion, abuse of the world and the use of capital punishment. They will know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues. Pupils will be able to confidently articulate justified opinions on issues giving personal, religious and non-religious views.