

## Key Stage 4

<p><b>Curriculum Aims</b></p> <ul style="list-style-type: none"> <li>▪ The study of GCSE Religious Studies allows pupils to build their knowledge and understanding of both Christianity and Islam alongside vital skills for the next step in their careers.</li> <li>▪ This qualification will allow students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter.</li> <li>▪ Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study</li> </ul>	<p><b>What will you see in Religious Studies lessons?</b></p> <ul style="list-style-type: none"> <li>▪ Students will be exploring the texts of the different religions and identifying their meanings and how they are applicable to the modern world</li> <li>▪ Students will be exploring differences of belief within a religion and discovering the reasons for those differences</li> <li>▪ Students shall be repeatedly defining key terms that are key to their study</li> <li>▪ You will see students learning about issues in the world and forming opinions</li> <li>▪ You will see us encouraging students to become open to different points of view</li> <li>▪ You will see them reflecting on what they have learnt</li> </ul>	<p><b>What will you see in students' Religious Studies books?</b></p> <ul style="list-style-type: none"> <li>▪ Summaries of religious beliefs, alongside specific quotes from religious thinkers and works</li> <li>▪ Evidence of students analysing the reasons for beliefs</li> <li>▪ Key words having been recorded alongside their definitions, ready for students to revise from</li> <li>▪ Marked exam answers which students have responded to, alongside their reflections and target setting.</li> </ul>
<p><b>Curriculum Content and sequencing</b></p> <ul style="list-style-type: none"> <li>▪ Religion, Philosophy and Social Justice: Christianity (50%)</li> <li>▪ Christian Beliefs</li> <li>▪ Religious Experience</li> <li>▪ Living the Christianity Life</li> <li>▪ Equality</li> </ul> <p>Religion and Ethics: Islam (50%)</p> <ul style="list-style-type: none"> <li>▪ Muslim Beliefs</li> <li>▪ Marriage and the Family</li> <li>▪ Living the Muslim Life</li> <li>▪ Matters of Life and Death</li> </ul>	<p><b>What formative assessment will you see in Religious Studies?</b></p> <ul style="list-style-type: none"> <li>▪ All students regularly practice the four types of gcse exam question for each of the topics as the course proceeds</li> <li>▪ They will use peer assessment to ensure that they understand command words and mark schemes</li> <li>▪ Students sit practice exams as they proceed through the course and will use peer assessment to ensure that they understand command words and mark schemes.</li> <li>▪ Often students are set homework based around key words, and these are regularly tested in class</li> </ul>	<p><b>What is the faculty currently reading and discussing and why?</b></p> <ul style="list-style-type: none"> <li>▪ One colleague is reading "Outstanding RE lessons" from the 100 ideas for Secondary Teachers series because she has been in teaching a long time and wants to be open to new ideas</li> <li>▪ Another listens to TED Talks Education podcasts on a regular basis as these give witty and insightful ideas on many aspects of education</li> <li>▪ The Morgan Freeman series about God on Netflix is also being watched, discussed and ideas used in lessons</li> <li>▪ The NATRE blog is also well used by one colleague who then shares ideas within the department</li> </ul>

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|  | <ul style="list-style-type: none"><li>▪ Mind Mapping of existing knowledge</li><li>▪ Lots of questioning on key points</li><li>▪ Students will also be asked to reflect on their learning and form opinions within what they have studied, this can be recorded in their books or be explored in class discussions</li></ul> |  |
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