



Religious Studies, Philosophy and Ethics KS4 courses

The core and GCSE KS4 courses are designed around the study of Christianity, Islam and worldviews and the study of 7 themes:

origins of religion, nature of God, sources of authority/teachings, worship (including rituals and rites of passage), diversity within/between religions, philosophy and ethics

Judaism	Christianity	Islam	Sikhism	Hinduism	Buddhism	Humanism/Worldviews
Origins	Nature of God	Authority / Teachings	Worship, Rituals, Rites	Diversity	Philosophy	Ethics

KS4: Religion, Philosophy and Ethics (core)

Philosophy of Religion				Philosophy of Science				Applied Philosophy: Politics				Applied Ethics: Medical Ethics				My personal philosophy			

KS4: Religious Studies GCSE (optional subject) AQA 8062

Christianity: Beliefs and Teachings						Christianity: Practices						Islam: Beliefs and Teachings						Islam: Practices					

Religion, Peace and Conflict						Religion, Crime and Punishment						Religion, Relationships and Families						Religion and Life					

Religious Studies, Philosophy and Ethics Core KS4 course

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> demonstrate understanding that the religious traditions of Great Britain are, in the main, Christian but that the religious traditions in Great Britain are diverse understand the influence of religious and non-religious beliefs on individuals, communities and societies understand basic philosophical concepts and apply them to unfamiliar situations demonstrate understanding of how religious, philosophical and ethical arguments apply to contemporary issues 	Autumn	Philosophy of Religion Religious Festivals: Christmas	Applied Ethics: Sexual Ethics (taught through PSHE)	<p>The KS4 core course is purposefully designed to include all 3 elements – religious studies, philosophy and ethics. We have chosen to include the study of festivals as a visible expression of religious identity in contemporary British society. This encourages students to engage with religious peers in learning more about their religion. We have chosen to include the study of politics, euthanasia and sexual ethics as these are issues that are directly relevant to all students and their future lives.</p>	<p>The core course goes beyond the Locally Agreed Syllabus as it includes philosophical and ethical topics as well as the study of religion.</p>
	Spring	Philosophy of Science (visiting speaker from The Faraday Institute) Religious Festivals: Holi, Id ul Fitr, Passover, Easter	My personal philosophy		
	Summer	Applied Philosophy: Politics Applied Ethics: Medical Ethics (euthanasia) Religious Festivals: Wesak			
	Rationale for this sequence	<p>The course begins with an introduction to philosophy as this element of study receives relatively little curriculum time at KS3. The first two topics – philosophy of religion and philosophy of science – are closely linked and they provide a range of evidence for students to use in considering whether science and religion are complementary or contradictory.</p> <p>The applied philosophy unit about politics draws on the philosophical ideas that students are introduced to in their study of the philosophy of religion and science. This unit provides an opportunity for students to recall key concepts and apply them to an unfamiliar situation.</p> <p>The medical ethics unit gives students the opportunity to apply the concepts of quality and sanctity of life, developed in KS3 and in their Year 10 philosophy units, to the contemporary issue of euthanasia.</p> <p>Religious Festivals are studied during tutor time. They are scheduled to be studied within 2 weeks of the festival date. This helps students to recall key elements of the festivals and their religious origins so that they are well equipped to discuss them with practising believers in a time-appropriate manner.</p>			
How does the KS4 Curriculum build on previous learning at KS3?	<p>The core KS4 course is designed to encourage and enable students to apply their knowledge and understanding of the 6 major world religions and Humanism as a worldview that they developed at KS3, They apply this learning to new philosophical and ethical issue, further developing the skills of ethical decision making that they learnt in Year 9.</p>				

Religious Studies KS4 GCSE course (AQA 8062)

Intent		What new knowledge/content do we introduce?				
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum go beyond the specification to ensure challenge?	
<p>Religious beliefs, teachings and practices:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding that the religious traditions of Great Britain are, in the main, Christian but that the religious traditions in Great Britain are diverse describe key beliefs, teachings and practices of Christianity and Islam and their basis in sources of wisdom and authority, referring to scripture (Bible and Qur'an) and other teachings (including Hadith and Sunnah) where appropriate describe common and divergent views within Christianity and Islam in the way beliefs and teachings are understood and expressed understand the influence of the beliefs, teachings and practices studied on individuals, communities and societies <p>Ethical issues:</p> <ul style="list-style-type: none"> recognise different religious and non-religious perspectives about the contemporary ethical issues that they have studied demonstrate understanding of how religious, philosophical and ethical arguments relate to the issues that they have studied, and their impact and influence on the modern world show their understanding of religion through the application of teachings from religion to contemporary issues 	Autumn	<p>Christianity: beliefs and teachings</p> <ul style="list-style-type: none"> Nature of God Beliefs about creation Life of Jesus – incarnation, crucifixion, resurrection, ascension 	<p>Religion, Peace and Conflict</p> <ul style="list-style-type: none"> Peace, justice, forgiveness and reconciliation Violence and terrorism Reasons for war including religion and belief as a cause of war Just War Theory and Holy War Pacifism Nuclear weapons and nuclear deterrence Religion and peace-making in the contemporary world Religious responses to victims of war 	<p>We have chosen to study Christianity as it is the main religious tradition in Great Britain. All KS4 accredited courses are required to teach Christianity as one of their two in-depth studies.</p> <p>We have chosen to study Islam as our second religion as there is a significant Muslim population in the local area and at the school.</p> <p>The GCSE course requires us to select 4 themes from a choice of 6. We have chosen to study the ethical themes that we believe have the most relevance to our students' lives. We exclude 'The existence of God and revelation' as we feel this topic is outlined well at KS3 and can be studied further at KS5 should students wish to continue their study of RS. We teach an amended version of the ethical theme 'Religion, human rights and social justice' at the end of KS3 as we feel this topic provides a useful synoptic unit and it is something that we feel all learners should be exposed to.</p>	<p>Our curriculum goes beyond the specification in the way in which it explores diversity within religion. In Christianity we explore the Catholic and Quaker faiths as examples of diversity. In Islam, we study the Sunni and Shi'a divide, beliefs and practices in much greater depth than that required by the specification.</p> <p>Visiting speakers enhance the teaching of both religions, as do trips to local religious buildings and to services at both the local Parish Church and Cambridge Central Mosque.</p> <p>Students have the opportunity to attend Iftar during Ramadan with members of the local Muslim community and they can share an Easter meal with members of the local Christian community.</p>	
	Spring	<p>Christianity: beliefs and teachings / practices</p> <ul style="list-style-type: none"> Sin and means of salvation Judgement, Heaven and Hell and Afterlife Role of Christ in Salvation including atonement Worship and Prayer 	<p>Religion, Crime and Punishment</p> <ul style="list-style-type: none"> Good and evil intentions and actions Reasons for crime and views about people who break the law Views about different types of crime (hate, theft, murder) The aims of punishment (retribution, deterrence, reformation) The treatment of criminals (death penalty, prison, corporal punishment and community service) 			
	Summer	<p>Christianity: practices</p> <ul style="list-style-type: none"> Sacraments: Baptism, Eucharist Pilgrimage and celebrations: Christmas and Easter The Church in the local community The Church in the worldwide community Mission, evangelism and Church growth 	<p>Religion, Relationships and Families</p> <ul style="list-style-type: none"> Sex, marriage and divorce: human sexuality, sexual relationships before and outside marriage, contraception, nature and purpose of marriage, same-sex marriage, cohabitation, divorce Families: nature of families, purpose of families Contemporary family issues (same-sex parents, polygamy) Gender equality, gender prejudice and discrimination 			
	Rationale for this sequence	<p>We study beliefs and teachings before applying them to interpreting religious practices and ethical decision-making: without this context, students would be unable to fully interpret these behaviours 'Religion, Relationships and Families' and 'Religion and Life' are studied in the Spring Term of Year 11, building on the knowledge that students have acquired through their PSHE drop-down days earlier in the year.</p>				<p>Revision</p> <p>N/A</p>
	How does the KS4 Curriculum build on previous learning at KS3?		<p>In Year 7, students learnt about key beliefs in Christianity and Islam, briefly exploring the diversity within each of these religions. The GCSE course develops this by focusing in much more detail on the diversity of Catholic and Quaker views in Christianity and Sunni and Shi'a views in Islam.</p> <p>In Year 8, students learnt about how religious beliefs can influence people's behaviour. This idea is developed further at GCSE where there are units focusing on religious practices in both Christianity and Islam. The concept of diversity within a religion is explored in greater depth eg. transubstantiation and consubstantiation in the Eucharist.</p> <p>The Year 9 course introduces the study of ethical themes, mainly through the lenses of Christianity and Islam. This develops students skills in applying the religious knowledge and understanding to ethical decision making, a theme that is developed throughout the four units in Year 11.</p>			