



The Royal School

Wolverhampton

Curriculum 2024
Religious Studies

Curriculum 2024: Religious Studies

Religious Studies curriculum intent

Whilst following the guidelines set out by the National Council for Religious Education we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society.

Our high-quality Religious Studies curriculum will help pupils to:

- Investigate religions and worldviews through varied experiences, approaches and disciplines
- Reflect on and express their own ideas and the ideas of others with increasing creativity and clarity.
- Respond in a range of ways to different religions and world views in an informed, rational and insightful way.
- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

As pupils progress from Key Stage 3 to Key Stage 5 they will be able to:

- Explain and interpret ways in which the history and culture of religions and worldviews influence individuals and communities, in order to understand why some people support and others question these influences.
- Clearly, reasonably and coherently explain the religions and worldviews which they encounter and evaluate them.
- Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms, exploring the variety, differences and relationships that exist within and between them.
- Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.
- Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.
- Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.

Religious Studies Curriculum implementation

In Religious Studies, we teach 1 lesson per week at KS3, 2 lessons per week at KS4 and 5 lessons per week at KS5. Our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Our curriculum is implemented in many ways including taught lessons and out of class experiences such as visits to places of worship and RS related exhibitions. Year 11 and 13 students have the opportunity to attend targeted revision conferences and tutorial sessions designed to maximise examination success. The department is also committed to fostering cross-curricular links with

geography and history and intends to do so through joint trips and the team teaching of cross-curricular subject matter.

Religious Education and SMSC, including the promotion of British Values

Pupils' Spiritual, Moral, Social and Cultural development is a whole school responsibility, but one to which RS can make unique contributions. The department is committed to developing not just academic and practical skills but also self-knowledge, moral courage and a capacity for imaginative sympathy for others. Our long-term planning explicitly references opportunities to develop pupils' understanding of models of spirituality, diverse moral perspectives and the impact of society and culture upon these. We aim to contribute to SMSC development not just through our content, but also our approach, by modelling respectful dialogue and critical, yet charitable, exploration of ideas.

Statutory RS – this is new to the RS department and is facilitated through form time. The statutory requirement is that Year 10 and 11 will study two religions, Christianity and Islam. We have selected these as we are a Christian based school and Islam is an area of expertise in the department. In KS3 students will study the other four main religions, including Sikhism which is the second most common religion in the school catchment area. We have also included units on family relationships and ethics in KS4. It is intended to widen the scope of the units offered to include Buddhism and issues of war, peace and justice.

Field Trips – Each year (until COVID) the department organised an excursion to Auschwitz through the Holocaust Educational Trust to understand the significance of the Holocaust on philosophy of religion. This also incorporates the notorious God on Trial event where Jewish prisoners actively placed God on trial for failing to prevent the heinous crimes they experienced. This trip is organised alongside the HET and students visit Poland in one 24-hour period with staff from the HET. It is intended to reintroduce this in academic year 2024-25. Alongside this we have organised trips (pre-Covid) to Manchester University to hear philosophers speak on the Cosmological argument, Design argument and the theodicies of soul-making. Year 10/11 also attend Shrewsbury prison.

Mutual respect: this occurs often across the phases in RE lessons through case studies, religious teachings and ethical debates. Pupils hear stories of people who have taken actions because of their beliefs, actions that have been about equal treatment and respect for those who are, for example, black, female, or have a different religious belief from the majority, such as Martin Luther King or Malala Yousafzai. Students may question why some groups and individuals are not treated respectfully in the UK when studying units on prejudice and discrimination.

Tolerance of those with different faiths and beliefs: this is clearly a key driver in RS lessons across the age range. To learn about different ways of life and beliefs requires openness to difference.

Democracy: At KS4 and 5, a democratic country will be contrasted to a theocratic country or a monarchy if the class is exploring rules, free will and determinism. KS4 students may debate the value of majority rule when studying the death penalty and weigh up secular and religious viewpoints on the role of the state in justice.

Rule of law: In KS3 and 4 the rule of law may be contrasted with religious rules or moral precepts. For example, in an exploration of the idea of rules generally, children may consider why we all have to follow civic law and the impact this has on our lives. This may then be contrasted with rules, precepts and guidance given by different religious communities. In addition, pupils may explore how democracy and legislation in the UK, in contrast to some other jurisdictions, support and protect people's religious beliefs and freedoms. At KS3, students may encounter religious customs, such as polygamy, which are forbidden under civic law. At KS4, students may contrast the rule of law to ethical and religious norms.

Individual liberty: In studying non-Christian faiths in the UK, the idea of freedom of religion may arise as part of the rights of the individual. We explicitly explore human rights, including the right to expression of belief in KS3. Students will also explore examples of where, while we have individual liberty with some rights, religions may explain that there are certain responsibilities. As students move into KS4 they will explore in more detail the history of human rights, and responses to them within the Church of England and other religious traditions within the UK.

Religious Studies curriculum impact

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of:

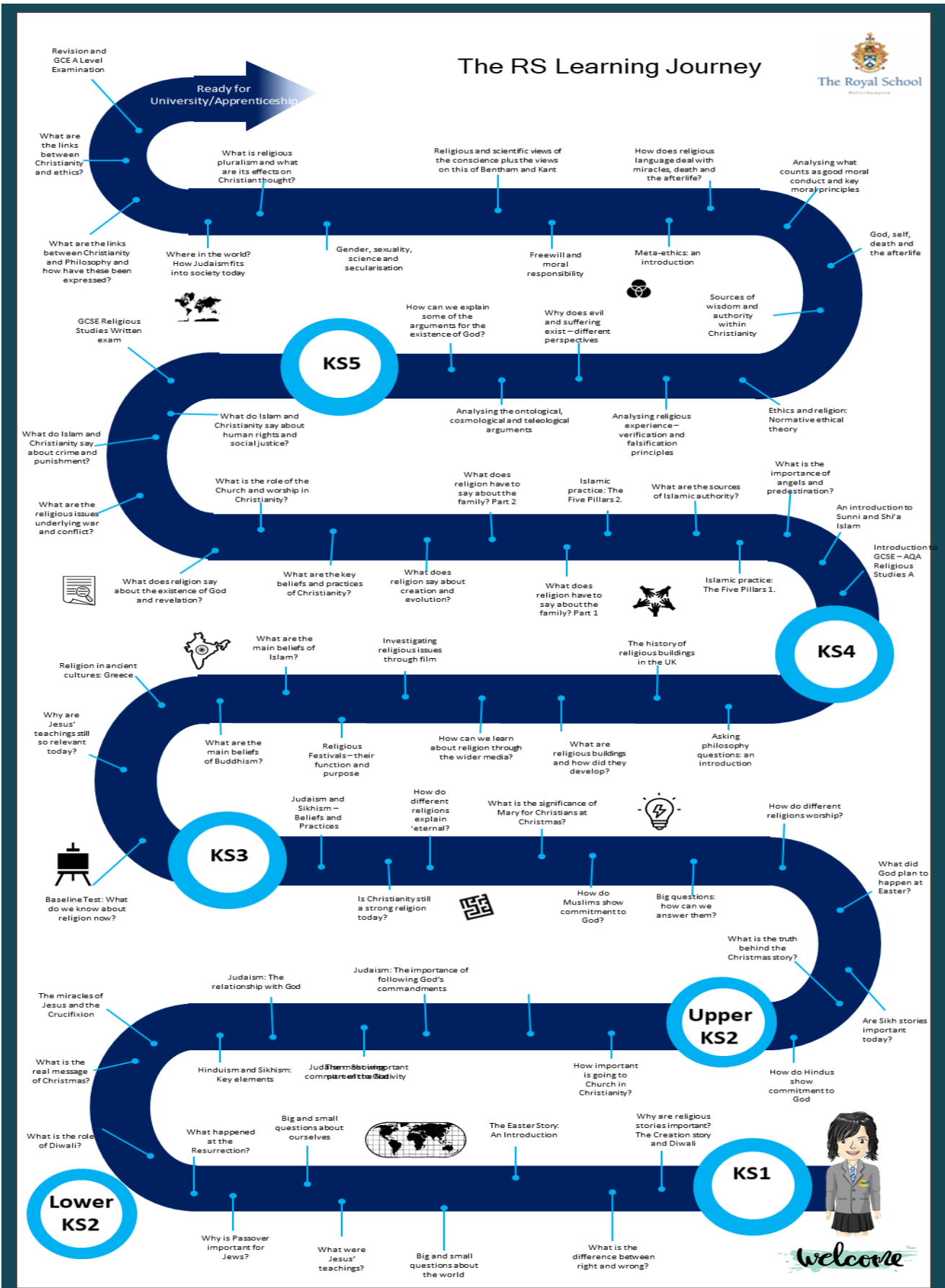
- the number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- The number of pupils opting for the subject at GCSE and A level
- The number of pupils participating in RS-based extra-curricular activities – for example p7 activities and non-compulsory field-trips.

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils choosing to study History or other courses with a strong historical component at university.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment.

Religious Studies for a career – Religious Studies is very well respected as an A Level and it is noted for the challenging subject matter – especially the philosophy side. A Level students comment on how much time is required reading over the material and checking the theodices. As a career a lot of things have religious perspectives and many companies value this qualification. Firstly there are religious organisations such as Christian Aid who provide support and care for people all over the world. Secondly there are thousands of religious buildings in the UK requiring modernisation and preservation. Thirdly the government insist that all students in Schools receive religious teaching so teaching is a good career option. In modern Britain there are movements in local government to help different religions integrate more and this qualification opens up many doors in many different career paths.

The RS Learning Journey



'Treat others as you wish to be treated yourself.' The Golden Rule

RS KS3 Curriculum Mapping

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year) AQA Religious Studies A
Aims: The Religious Studies Curriculum at the Royal School aims to ensure that all pupils:			
Explain and interpret ways in which the history and culture of religions and worldviews influence individuals and communities, in order to understand why some people support and others question these influences.	Pupils learn to correctly describe the main features of the world's six main religions, explain why they originated in different areas of the world and place them in the correct chronological context. Through debate pupils will learn how to appreciate different viewpoints but deciding which one is the superior argument.	Pupils are able to describe how and why religion forms a background to and subject for a range of media from novels and poetry through to film and television. Pupils will learn how to prioritise factors behind an event or occurrence, such as Just War.	Pupils will study the key beliefs and teachings of Islam and its sources of authority. Students will deploy SONIC format to answer the 12m essay style questions at the end of each theme and religion section in the exam.
Clearly, reasonably and coherently explain the religions and worldviews which they encounter and evaluate them.	Pupils are able to discuss the importance of Jesus for Christianity; the more able are assessing his significance for both Christians and non-Christians. Through debate pupils will learn how to appreciate different viewpoints but deciding which one is the superior argument.	Pupils are able to assess how film and television use religion to explore issues such as good and evil, freewill and the existence of God. Pupils will learn how to prioritise factors behind an event or occurrence, such as Just War.	Pupils will go on to explore the different facets of duties and festivals in the daily practice of Islam. Students will deploy SONIC format to answer the 12m essay style questions at the end of each theme and religion section in the exam.
Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms, exploring the variety, differences and relationships that exist within and between them.	Pupils are able to describe the main features of two Eastern religions. Some will be able to explain how the features of these religions guide and inspire the lives of followers. Through debate pupils will learn how to appreciate different viewpoints but deciding which one is the superior argument.	Using a range of case studies, pupils are able to consider how our experiences shape our beliefs and values. Pupils will learn how to prioritise factors behind an event or occurrence, such as Just War.	<p>Thematic Studies: Students will deploy SONIC format to answer the 12m essay style questions at the end of each theme and religion section in the exam.</p> <p>Students complete at least one of the following thematic studies:</p> <ul style="list-style-type: none"> • Relationships and families • Religion and life • The existence of God and revelation • Religion, peace and conflict • Religion, crime and punishment

			<ul style="list-style-type: none"> Religion, human rights and social justice
Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.	Pupils are able to describe and explain the main features of sacred buildings.	Pupils work through a basic introduction to the discipline of Philosophy and learn how to pose and answer philosophical questions of their own.	Pupils work through a detailed introduction to the discipline of Philosophy and learn how to develop extended written responses to philosophical and ethical dilemmas.
Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.	Pupils will justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.	Pupils will investigate how key questions of belief and existence are addressed across the world's six main religions.	Pupils will investigate how identity, diversity, meaning and value are expressed through the beliefs and practices of daily Christian and Muslim life.

	E1	E2	E3	1	2	3	4	5	6	7
An explanation of a theodicy or religious viewpoint(AO1)	I can recall basic knowledge on religions.	I can identify an area studied but cannot always recall knowledge.	I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.	I have some clear knowledge of topics studied.	I have a thorough & relevant range of mainly accurate knowledge.	I have a very thorough & relevant range of mainly accurate knowledge.	I demonstrate a detailed relevant range of accurate knowledge.
Evaluation of a theory, strengths and weakness of a theodicy. Links to causation, similarity, tone and provenance. (AO2)	I may begin to show I understand and can explain verbally at a very simple level with very detailed prompts.	I may be able to show I understand and can explain verbally at a simple level with detailed prompts.	I may be able to show understanding and explain at a simple level with limited prompts.	I offer very limited explanations of concepts /religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	I am developing an understanding of theories and religious knowledge.	I show some clear understanding of concepts and can give clear explanations of concepts I can place the reasons in an order of importance.	I show thorough understanding of concepts and give thorough explanations of concepts, features and processes.	I show very thorough understanding and give very thorough explanations of why events happened and a causation of links between those events.	I show detailed understanding giving relevant explanations featuring ideas processes using understanding wide range of locations content and sources.
Sustained arguments with balance and a judgement in the introduction. (AO3)	I may begin to interpret information at a very simple level with very detailed prompts.	I may begin to interpret information at a simple level with detailed prompts.	I may be able to interpret information at a simple level with limited prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some	I can interpret information to offer explanations and make simple judgements informed by simple reasons and simple case study evidence to reach a basic conclusion.	I can interpret religious views and evaluate its value. I can illustrate. I can make sustained judgements about factors and debates within the subject	I can interpret and evaluate with accuracy a wide range of religious evidence. I can make sustained judgements about factors and debates within the subject and support with appropriate and consistent evidence	I can interpret and evaluate with excellence accuracy wide range of religious evidence can make sustained judgements about factors and debates within the subject and support

						limited conclusions.				with appropriate and considered evidence. Few SPAG errors.
Literacy	I am beginning to attempt to use some simple sentences. SPAG errors may be very frequent.	I use simple sentences and punctuation & SPAG errors may be frequent.	I attempt to organise my work but sequencing is sometimes inaccurate and confused. SPAG errors may be frequent.	I offer limited ideas in a mostly organised way using simple sentences and	I express basic ideas using simple structures using paragraphs and limited examples.	I express basic well organised ideas with basic structures and examples.	I begin to express clear well organised ideas using paragraphs and examples and themes.	I express clear well organised ideas using paragraphs accurately and a Bible quotes	I express thorough well organised ideas using paragraphs and a wide variety of sources and Bible quotes	I express detailed work organised using paragraphs and external sources and quotes.

RS Ability Statements Year 7

Year 7 EL2	EL3	Level 1	Level 2
Working Below	Working Toward	Working At	Working Above
I can identify an area studied but cannot always recall knowledge.	I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.
I may be able to show I understand and can explain verbally at a simple level with detailed prompts.	I may be able to show understanding and explain at a simple level with limited prompts.	I offer very limited explanations of concepts/religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.
I may begin to interpret information at a simple level with detailed prompts.	I may be able to interpret information at a simple level with limited prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.

RS Ability Statements Year 8

Year 8 EL3	Level 1	Level 2	Level 3
Working Below	Working Toward	Working At	Working Above
I can identify an area studied and may be able to recall some knowledge.	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.
I may be able to show understanding and explain at a simple level with limited prompts.	I offer very limited explanations of concepts/religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	I am developing an understanding of theories and religious knowledge.
I may be able to interpret information at a simple level with limited prompts.	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.

RS Ability Statements Y9

Year 9 Level 1	Level 2	Level 3	Level 4
Working Below	Working Toward	Working At	Working Above
I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.	I have some clear knowledge of topics studied.
I offer very limited explanations of concepts/religious theories	I show basic understanding of concepts and can give basic explanations of concepts, features and processes.	I am developing an understanding of theories and religious knowledge.	I show some clear understanding of concepts and can give clear explanations of concepts I can place the reasons in an order of importance.
I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.	I can interpret information to offer explanations and make simple judgements informed by simple reasons and simple case study evidence to reach a basic conclusion.

Religious Studies Curriculum Map 2024-25

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Introduction to RS – Baseline Test Hinduism – One God – Many Faces	Introduction to Judaism Key beliefs and practices	Core Religion 1: Islam – Sunni and Shi'a Islam in the UK	Theme B: Religion and Life Part 1 Themes – crime, faith, family, war.	Theme D: Religion, Peace and Conflict Parts 1 and 2. Themes – crime, faith, family, war.	Philosophy of Religion: Arguments for the existence of God. Evil and suffering Themes – crime, faith, family, war.	Philosophy of Religion: Religious language, miracles, self, death and the afterlife
Learning Cycle 2	Buddhism – an exploration of its main teachings	Christianity Political and Social History	Angels, predestination, life after death and sources of Islamic authority Islam in the UK	Theme B: Religion and Life Part 2 Core Religion 2: Christianity – Key Beliefs Themes – crime, faith, family, war.	Theme E: Religion, Crime and Punishment Parts 1 and 2 Themes – crime, faith, family, war.	Philosophy of Religion: Religious experience – nature and verification Themes – crime, faith, family, war.	Ethics and Religion: Introduction to meta-ethics, freewill and moral responsibility Conscience and the views of Bentham and Kant
Learning Cycle 3	Introduction to Sikhism. Exploration of its origins and main teachings	Christianity in the Modern World Beliefs and Practices	Islamic practice and festivals Islam in the UK	Core Religion 2: Christianity – Key practices Worship and the Role of the Church Themes – crime, faith, family, war.	Theme F: Religion, Human Rights and Social Justice Parts 1 and 2 Themes – crime, faith, family, war.	Ethics and Religion: Normative ethical theories and their practical application Themes – crime, faith, family, war.	Christianity: Gender, sexuality, science and secularisation. Religious Pluralism
Learning Cycle 4	The impact of Eastern Religions on UK Society	Introduction to Philosophy Ultimate Questions	Component 2 Theme A: Religion and the Family Part 1 Islam in the UK	Theme C: The existence of God and revelation : Part 1 Themes – crime, faith, family, war.	Revision	Christianity: Sources of wisdom and authority, God, Self, Death and Afterlife Themes – crime, faith, family, war.	Dialogues: Christianity and philosophy Christianity and ethics Revision
Learning Cycle 5	World Religions and Humanism	Islam in the Modern World	Theme A: Religion and the Family Part 2 Islam in the UK	Theme C: the existence of God and revelation: Part 2 Themes – crime, faith, family, war.	GCSE/BTEC exams followed by A level bridging work	Christianity: Good conduct and key moral principles Expressions of religious identity	A level/BTEC exams followed by University bridging work

Assessment Criteria for KS4/5 marking and assessments – Throughout the programme of study for Religious Studies from KS3 to 5 the students are thoroughly prepared for their GCSE and A Level examinations. In LS3 lessons are focused on the skills used in examination questions. For example. Below are the two main style of questions that the AQA GCSE and A level examination poses.

1. **Explain the theory of.....**
2. **Evaluate the Design Argument**

With the first question the answer must be focused on the explanation of a theory. Throughout the lessons from KS3 to 5 staff and students lead a variety of techniques on different theories and they are explored at a greater depth as pupils move through the year groups. With the second style of question the SONIC format is adhered to. This stands for Some Christians, Other Christians, Non-religious, Islamic views and conclusion. If students can use Christian and Islamic views on the creation of the universe it will lead to high marks.

A key feature of the course is the ability to compare and contrast different religious perspectives. This includes all religions however the AQA criteria limits us to a choice of two – Christianity and Islam alongside the four themes.

At A Level we have AO1 and AO2 questions. AO1 is the explanation of a theory, AO2 is the critical evaluation of a theory – this includes the compare and contrast of different philosophers including critical evaluation of religious texts. There is also the Dialogues section at A2 which combines AO1 and AO2 in the same question. This is where students must apply their knowledge to an ethical problems such as genetic engineering or euthanasia.

Students are provided with extensive revision materials and access to past papers including sample AQA work from students that have sat the examinations.

RS Assessment Calendar 2024-25

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Learning Cycle 1	w/b 11/9/24	11/9/24	11/9/24	11/9/24	11/9/24	11/9/24	
Learning Cycle 2	w/b 4/11/24	4/11/24	4/11/24	4/11/24	4/11/24	4/11/24	
Learning Cycle 3	w/b 12/1/25	12/1/25	12/1/25	12/1/25	12/1/25	12/1/25	
Learning Cycle 4	w/b 10/3/25	10/3/25	10/3/25	10/3/25	10/3/25	10/3/25	
Learning Cycle 5	w/b 12/5/25	12/5/25	12/5/25	12/5/25	GCSE	A level	

Religious Studies KS3 assessment criteria

Assessment Criteria: Key Stage 3	WB – Working below end of year expectations Beginning	WT – Working towards end of year expectations Developing	WAT – Working at end of year expectations Approaching	WA – Working above end of year expectations Secure
Knowledge and understanding of beliefs, teachings and sources	I can recognise some religious stories.	I can retell some important religious events and describe events in the lives of key religious people.	I can describe the links between religious texts and what people believe	I can describe and make an attempt to explain religious sources, beliefs, ideas, feelings and experiences, making links between them as I do so.
Knowledge and understanding of celebration and ritual	I can recognise some religious signs and symbols and correctly use some religious words and phrases	I am beginning to use religious words and phrases to describe some religious actions and symbols.	I can use my developing religious vocabulary to describe the reasons for different religious actions and symbols.	I can use religious terms in writing to show my understanding of different types of worship.
Knowledge and understanding of social and moral practices and way of life	I can describe how people act in a particular way because of their religion.	I can describe some ways in which the beliefs of religious people are reflected in their actions.	I can describe and begin to explain how certain actions by believers are a direct result of their beliefs.	I can describe and begin to explain ways in which religious belief shapes people's lives.
Reflection and meaning: Engagement with one's own values and beliefs and those of others	I can begin to explain why people act in a particular way because of their religion.	I can ask and respond to questions about my own and others' experiences and feelings.	I am able to describe how and why religious feelings and beliefs affect my behaviour and experiences and that of others.	I can describe and begin to explain how my own decisions and those of others are affected by a range of beliefs and values.
Reflection and meaning: Engagement with questions of meaning and purpose	I can begin to express what I think about some of the bigger or ultimate questions of life.	I can ask what people feel to be ultimate questions and suggest reasons why these questions may be difficult to answer.	I can compare my own and other people's ideas about questions that are difficult to answer (ultimate questions).	I can use religious teaching to help me respond to ultimate and ethical questions.