RELIGIOUS EDUCATION KEY STAGE 4 AND 5 CURRICULUM OVERVIEW

By the end of Key Stage 4 and 5, students should:

Know	*Key religious and non-religious beliefs and teachings about the origins of the universe and life, the relationship between religion and science, and the role of stewardship in caring for the world, animals and resources. They will understand beliefs about the sanctity and quality of life, including views on abortion, euthanasia, death and the afterlife. Students will also know teachings and perspectives on relationships and families, gender equality, war and peace, human rights, prejudice, discrimination and freedom of expression.*
Do	*Explain, compare and evaluate religious and non-religious viewpoints using accurate terminology and sources of authority. They will apply ethical and religious teachings to contemporary issues, construct reasoned arguments, and justify their own views. Students will learn to engage respectfully in discussion and debate on controversial moral and social issues.*
Appreciate	*The diversity of beliefs in modern society and the reasons people hold different views. The importance of mutual respect, tolerance and human dignity, religion as a protected characteristic, and the role of individuals in challenging injustice, prejudice and discrimination. The impact beliefs have on personal behaviour, society and global issues.*

Curriculum coverage

	Topic	Sub topic	Coverage	
Year 10 CORE	**Religion and Life**	*The origins and value of the universe*	*Different interpretations of religious teachings around the origins of the universe. How do Liberal and Fundamentalist views compare and contrast?* *The relationship between scientific views and religious views. Is it possible to be religious and also accept scientific views?* *The value of the world and the duty of human beings to protect it. What is the role of steward found in the Torah, the Bible and the Qur'an?*	*The use and abuse of the environment, including the use of natural resources. What is the role of steward found in the Torah, the Bible and the Qur'an?* *The use and abuse of animals, including animal experimentation and the use of animals for food. What is the role of steward found in the Torah, the Bible and the Qur'an?*
		The origins and value of human life	*The origins of life. Where did life originate from?* *The concepts of sanctity of life and the quality of life. Why and how do religions promote the sacred quality of human life?* *Abortion. What is it and what do religious and non-religious people believe?*	*Ethical arguments relation to abortion* *Euthanasia. What is it and what do religious and non-religious people believe?* *Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.*
	Relationships and Families	*Sex, marriage and divorce*	*Human sexuality. What is 'sexuality'?* *Sexual relationships before and outside of marriage. What role does sex have in life?* *Contraception and family planning. What are the debates that surround these issues?* *The nature and purpose of marriage (and non-married relationships). What makes a stable and mutually rewarding relationship?* *Same-sex marriage and cohabitation. How do different groups of people view non-heterosexual relationships?* *Divorce and remarriage. How can splitting up be seen as a lesser of two evils?*	*Ethical arguments related to divorce. How can splitting up be seen as a lesser of two evils?* *What are the reasons for war> Areas including greed, self-defence and retaliation* *The just war theory. How do some Christians justify going to war?* *Holy war. Can war ever be holy?* *Pacifism. Why do some religious and non-religious people believe they should never be involved in war?*
		Families and Gender Equality	*The nature of families. What is a family in the modern world?* *The purpose of families. Religious and non-religious views on why a family exists.* *Contemporary family issues*	*The roles of men and women. How are these changing and how do religions views them?* *Gender equality. How do people views the roles of different genders in the family and society as a whole?* *Gender prejudice and discrimination. Why do some people hold radicle views about alternatives to their own preconceptions about gender?*

Curriculum coverage				
	Topic	***Sub topic***	***Coverage***	
Year 11	**Religion in contemporary society**	*Religious Expression*	*Religious dress. What is the importance of religious dress?* *Contentious Issues surrounding expression (politicising sport, the right to express)* *Expression through art: Spirited Arts Competition – standing up for good*	*Expression via prayer/Sikh association talk* *Expression Vs freedom of speech*
		Conflicting Human Rights in the Modern World	*Stereotypes, prejudice, discrimination* *Conflicting human rights*	*British Values: Mutual Respect and Tolerance* *Holocaust memorial*
KS5	**Religion and Global Awareness**	*World Religions*	*Islamic culture* *Sikh visit – Gurdwara* *Religion and migration – cultural diversity*	*Eastern philosophy* *World religions day – Golden Rule – Commonality of faiths - Humanism*
		Religion, British Values and Modern Issues	*Conflicting rights and beliefs* • *The right to offend - Hate Crime, freedom of speech* • *Extremism: How far is too far?*	*Religion, art and music – blasphemy, views about portrayal* *The importance of family* *Different types of relationship - SRE*