

# Religious Studies: Phase 5 (Y12 - 13)

## Outcomes

<b>Key Knowledge</b> <b>Pupils will know:</b>	<b>Key Skills</b> <b>Pupils will be able to:</b>
<p><b>Key Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>Your beliefs and morals may conflict with others but through debate and discussion agreement and compromise may be discovered.</li> <li>Understanding religion and its origins is vital in understanding history and current affairs fully.</li> </ul> <p><b>Subject-specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Philosophy of religion (the existence of God, evil, religious experience, religious language, miracles, life after death)</li> <li>Ethics and religion (ethical theories, human life and death, animal life and death, meta ethics, free will, conscience, ethical theorists)</li> <li>Christian teachings, dialogues, philosophy and ethics (sources of authority, the concept of God, the afterlife, morality, religious identity, sexuality, science, secularism, multiple faiths, Christian philosophy, Christian ethics)</li> </ul> <p><b>Cross –Curricular Knowledge</b></p> <ul style="list-style-type: none"> <li>The study of religion, philosophy and ethics grants context to a number of texts and topics within English Literature</li> </ul>	<p><b>Communication of Knowledge</b></p> <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>religious, philosophical and/or ethical thought and teaching</li> <li>influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>cause and significance of similarities and differences in belief, teaching and practice</li> <li>approaches to the study of religion and belief.</li> </ul> <ul style="list-style-type: none"> <li>reflect on, select and apply specified knowledge</li> <li>develop breadth and depth in their understanding of the connections between the knowledge, understanding and skills set out in the specification as a whole.</li> </ul> <p><b>Interpretations and judgements</b></p> <ul style="list-style-type: none"> <li>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</li> <li>identify, investigate and critically analyse questions, arguments, ideas and issues arising from the chosen approaches</li> <li>engage in debate in a way that recognises the right of others to hold a different view</li> <li>critically analyse and evaluate the views and arguments of scholars/academics</li> <li>account for the influence of social, religious and historical factors on developments in the study of religions and beliefs</li> </ul> <p><b>Use of sources</b></p> <ul style="list-style-type: none"> <li>understand, interpret and evaluate critically religious concepts, texts and other sources</li> </ul> <p><b>Quality of written communication</b></p> <ul style="list-style-type: none"> <li>construct well informed and reasoned arguments substantiated by relevant evidence</li> <li>present responses to questions which are clear and coherent</li> <li>use specialist language and terminology appropriately</li> <li>develop breadth and depth in their understanding of the connections between the knowledge, understanding and skills set out in the specification as a whole.</li> </ul>

# Religious Studies: Phase 4 (Y9 - 11)

## Outcomes

<b>Key Knowledge</b> <b>Pupils will know:</b>	<b>Key Skills</b> <b>Pupils will be able to:</b>
<p><b>Key Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>• There are more beliefs to consider than the 6 major religions.</li> <li>• Religion is different to faith and spirituality.</li> <li>• The beliefs and morals of yourself, and others, are in flux and can change throughout your life.</li> <li>• Even within the same religion there are differences of opinion, faith or interpretation. This can cause conflict and disagreement over the correct way to act and worship.</li> <li>• Religion fits into a wider humanities spectrum. Religion can fuel historical events and geography and vice versa.</li> </ul> <p><b>Subject-specific Knowledge</b></p> <ul style="list-style-type: none"> <li>• Christian key beliefs (the nature of God, The Trinity, the afterlife)</li> <li>• Christian key practices (worship, prayer, sacraments, pilgrimage, the church and the community)</li> <li>• Islamic key beliefs (the key articles of faith, the nature of God, the role of the angels, the afterlife)</li> <li>• Islamic key practices (the 5 pillars of Islam, festivals, pilgrimage)</li> <li>• Philosophy and ethics (the existence of God, Medical ethics, religion peace and conflict, Relationships)</li> </ul> <p><b>Cross –Curricular Knowledge</b></p> <ul style="list-style-type: none"> <li>• Questioning over the existence of God crosses over with the history topic ‘power and the people’ in which the decline/changes of religion saw movements against the monarchy</li> <li>• The study of different religions grants context to a number of texts and enquiries in English Literature and Team Reach</li> </ul>	<p><b>Communication of knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> <li>- Beliefs, practices and sources of authority</li> <li>- Influence on individuals, communities and societies</li> <li>- Similarities and differences within and/or between religions and beliefs.</li> </ul> </li> <li>• develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism</li> </ul> <p><b>Interpretations and judgements</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate aspects of religion and belief, including their significance and influence.</li> <li>• reflect on and develop own values, belief, meaning, purpose, truth and their influence on human life</li> <li>• reflect on and develop own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.</li> </ul> <p><b>Use of sources</b></p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions studied</li> </ul> <p><b>Quality of written communication</b></p> <ul style="list-style-type: none"> <li>• develop ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject</li> </ul>

# Religious Studies: Phase 3 (Y6 - 8)

## Outcomes

<b>Key Knowledge</b> Pupils will know:	<b>Key Skills</b> Pupils will be able to:
<p><b>Key Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>Religion has changed over time to adapt to the modern world.</li> <li>Religions can help all understand themselves and their morals better, even if they are not religious.</li> <li>Even within the same religion there are differences of opinion, faith or interpretation.</li> <li>We can learn religious ideas and principles from different religious texts however these can very often contradict themselves.</li> </ul> <p><b>Subject-specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Christianity (Key beliefs and practices)</li> <li>Islam (Key beliefs and practices)</li> <li>Buddhism (Key beliefs and practices)</li> <li>Judaism (Key beliefs and practices)</li> <li>Sikhism (Key beliefs and practices)</li> <li>Hinduism (Key beliefs and practices)</li> <li>Religious philosophy and ethics (The existence of God, Medical ethics, human rights and punishment)</li> </ul> <p><b>Cross –Curricular Knowledge</b></p> <ul style="list-style-type: none"> <li>Sikhism links to the topics studied in history of Empire with a focus on India and the case study of Duleep Singh</li> <li>Judaism prepares pupils for the Genocide topic and links to The Boy in Striped Pyjamas in English.</li> <li>Human Rights links to the theme of terror with a focus on how different religions are being perceived in the modern world.</li> <li>All of the topics prepare pupils by giving them an overview of each of the 6 faiths which will inform their interpretations in a variety of subjects and grant contexts to different topics they may encounter.</li> <li>Debating skills</li> </ul>	<p><b>Communication of knowledge</b></p> <ul style="list-style-type: none"> <li>Describe or recount key beliefs and practices of different religions</li> <li>Explain how different religions or denominations may respond to an issue</li> <li>Compare different religious views about an issue and explain similarities and differences</li> </ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>Compare and explain different interpretations or religious beliefs of an enquiry</li> <li>Explain how and why different interpretations may have been formed</li> </ul> <p><b>Historical judgements</b></p> <ul style="list-style-type: none"> <li>Give a detailed judgement to an enquiry or issue in religion and state criteria for these judgements</li> <li>Make reference to opposing judgements in their work</li> </ul> <p><b>Use of sources</b></p> <ul style="list-style-type: none"> <li>Select relevant sources or religious texts to use in their work or argument</li> <li>Analyse a source and comment on the use of it</li> <li>Compare different sources of authority and explain similarities or differences</li> </ul> <p><b>Quality of written communication</b></p> <ul style="list-style-type: none"> <li>Structure essays and enquiries with relevant information</li> <li>Use terminology accurately</li> <li>Analyse and critique work of peers and identify exemplar work</li> </ul>

# Religious Studies: Phase 2 (Y3 - 5) Outcomes

<b>Key Knowledge</b> <b>Pupils will know:</b>	<b>Key Skills</b> <b>Pupils will be able to:</b>
<p><b>Key Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>- By understanding different religions we can better understand events happening in our world today.</li> <li>- We can understand why some people act in the way they do by understanding their religion and beliefs.</li> <li>- There is no universal truth in religion. Religion can be interpreted differently by different people.</li> <li>- We can learn religious ideas and principles from different religious texts.</li> </ul> <p><b>Subject-specific Knowledge</b></p> <p><b>Cross –Curricular Knowledge</b></p>	<p><b>Communication of knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and describe different beliefs in different religions in detail and with accuracy</li> <li>• Compare essential elements of these different beliefs with similarities and differences</li> </ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>• Identify different interpretations or beliefs in different/same religions</li> <li>• Identify how these interpretations may have changed over time or according to the situation</li> </ul> <p><b>Judgements</b></p> <ul style="list-style-type: none"> <li>• Give a judgement to an enquiry or issue in religion</li> <li>• State criteria for making these judgements</li> </ul> <p><b>Use of sources</b></p> <ul style="list-style-type: none"> <li>• Select mostly relevant sources to use in their work or argument</li> <li>• State facts that can be learnt from a source about an enquiry</li> </ul> <p><b>Quality of written communication</b></p> <ul style="list-style-type: none"> <li>• Structure essays and enquiries with mostly relevant information</li> <li>• Use specific religious terminology</li> </ul>

# Humanities: Phase 1 (N – Y2) Outcomes

<b>Key Knowledge</b> <b>Pupils will know:</b>	<b>Key Skills</b> <b>Pupils will be able to:</b>
<p><b>Key Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>• The past is a different place to the present.</li> <li>• There is a varied world around us which can impact us and we can impact.</li> <li>• Every person, including you, has different beliefs and morals which impact their lives.</li> </ul> <p><b>Subject-specific Knowledge</b>            The following are all taught as topics integrating historical, geographical and religious themes into the wider theme of that particular cycle.</p> <ul style="list-style-type: none"> <li>• Me/and my family (Understanding you, your actions, your history, your beliefs and the similarities/differences between you and your family)</li> <li>• Growing (Understanding how you can change, the impact this may have on how things grow and how your beliefs may change)</li> <li>• Journeys</li> <li>• London (The basic history, geography and religion of the local area and London as a whole)</li> <li>• Romans (The basic history, geography and beliefs of the Romans and their Empire)</li> <li>• Africa (The basic history, geography and beliefs of various parts of Africa)</li> <li>• History of the UK (The basic history, geography and beliefs of various parts of the UK)</li> <li>• Space (The basic history of space travel, changes to technology, impacts on belief and impact on local/world geography)</li> <li>• Food (Changes in food over history, the impact of local geography on diet and the use of food in religious ritual)</li> </ul> <p><b>Cross –Curricular Knowledge</b></p> <ul style="list-style-type: none"> <li>• All of the topics within P1 humanities integrate history, geography and RE as one subject. It is taught to consolidate the learning of the theme in each cycle</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases about the past</li> <li>• Put events into chronological order</li> <li>• List differences between their lives and the lives of people in the past</li> <li>• Share basic opinions about the past</li> <li>• Use sources to answer simple questions about the past</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• List examples of local physical and human geographical features</li> <li>• List examples of how humans may impact the environment and vice versa</li> <li>• Use simple sources and statistics in order to answer simple questions</li> </ul> <p><b>Religious studies</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases about different religions</li> <li>• Identify simple differences between different religions</li> <li>• List ways in which different faiths may impact people’s lives</li> <li>• Use sources of authority in order to answer simple questions</li> </ul>