

## What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to develop students that think critically, deeply and reflectively about the religion and philosophical issues. Students that respect diversity and the views of others, whilst resisting extremist narrative through their use of critical thinking. This will build on the skills learnt at Key Stage 3 to ensure the best results for their GCSE Religious Education.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	GCSE Unit 2 – Christianity (Practices)	Students will gain a deeper understanding of the Christian traditions and practices and why they are important to Christians today. <b>Key words:</b> Sacraments, pilgrimage, celebrations, worship, community.	Developing skills of empathy and interpret biblical text.	Exam style questions including an extended essay question.
Autumn 2	GCSE Unit 3 – Islam (Beliefs)	Students will understand the religious beliefs of Muslims exploring the importance of Prophet Mohamed (PBUH) and the significance of some of the other prophets. <b>Key terms:</b> Allah, angels, prophet hood, afterlife, foundation of faith.	Develop skills of interpretation of the Qur’an and the Hadith and analyse their importance to Muslim today.	Formative assessment based on an extended piece of writing using a “ <b>Think Pink</b> , (teacher marked) <b>Go Green</b> (student response)” feedback sheet.
Spring 1	GCSE Unit 3 – Islam (Practices)	Students will evaluate how religious and non-religious views can influence different people’s behaviour to uphold or go against human rights. <b>Key terms:</b> Five Pillars of Sunni Islam, the ten obligatory acts of Shi’a Islam, Jihad, festivals.	Develop skills of empathy and interpret of different Islamic text.	Exam style questions including an extended essay question.
Spring 2	GCSE Revision	Students will revise key concepts and techniques to ensure GCSE success.	Ensure skills such retraining and consolidating the knowledge gained over the GCSE course.	Exam style questions and formative assessment based on an extended piece of writing using a “ <b>Think Pink</b> , (teacher marked) <b>Go Green</b> (student response)” feedback sheet.