



Department Curriculum Intent: Religious Studies

What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

Curriculum is linked to GCSE specification so that students are building a range of core knowledge to help them at GCSE.

How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?

Year 7 and 8 provides a good overview of 3 different religious beliefs and allows pupils to build tolerance and respect for others by understanding these beliefs. In year 9 pupils look at a range of contextual issues which help them to formulate their own beliefs and ask questions about different faiths and different issues.

What specifications do we follow at KS4 and 5 and why?

Edexcel Religious Studies Spec B – Christianity and Buddhism. The rationale behind selecting this exam board was based on the set structure and continuity of exam questions. There are 4 units within each paper, and each unit has a 3-, 4-, 5- and 12-mark question. This means students of all abilities can access the exam questions and there are no confusions with question styles or what to expect. The course also offers a 50% split between both exam papers. Additionally, the topics that are covered in this exam are what students find engaging yet challenging.

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

The curriculum allows for differentiation, scaffolding and stretch and challenge in all lessons. For example, key words may be printed off for students, extracts printed off for students, large texts simplified or broken down as per the reading policy. Reciprocal reading is embedded within the lessons, so students can clarify terminology.

Why do we teach the topics/schemes in the order we teach them?

In Year 10 students are introduced to Paper 1 and we start with unit 1 of the exam which is Christian Beliefs. This is taught first because it covers the core beliefs of Christianity and the basic teachings. This is necessary so students can apply these teachings to the other units of the course later. Additionally, teaching this first follows the format of the exam paper. Secondly, students will move onto studying Marriage and the Family, followed by Living the Christian Life and finally towards the end of Year 10 will study the last unit of the first exam paper, Matters of Life and Death. By the end of Y10 students would have learnt all aspects of the first exam paper. Students will then begin Y11 looking at the first unit of Paper 2 which is Buddhist Beliefs. Similarly, students start here because they need to know the foundations of Buddhism and the dhamma so they can then apply these teachings to the rest of the course. This also is the first unit in the exam paper so follows a thematic format. This is a logical way to teach the course and students can build on their knowledge. Throughout Y10 and Y11, students are given retrieval quizzes to assess their knowledge of previous units, so they are constantly being recalled of the knowledge.

Students begin their studies by investigating Judaism, they consider the origins, development, key beliefs and forms of worship associated with the religion. This prepares students for the future study of Christianity on which greater emphasis is placed. This is for two key reasons; it is the primary religion of Great Britain, and it is one of the two religions studied at GCSE. We build on the knowledge of Judaism by introducing Christianity in the second term of Year 7. This systematic method of studying the two religions enables students develop a deep understanding of the Abrahamic religions. Within this topic area students cover the life of Jesus including many of the parables, the legacy of Jesus including key Christian beliefs such as salvation and life after death and the development of the Church and its role in the world today. The final religion studied by students at Campsmount is Buddhism. This religion was chosen to offer students an opportunity to explore a non-theistic religion.

Historically students have displayed a keen interest in studying this alternative world view. They study this for two terms in Year 8 as well as at GCSE. During the first visit to the religion students look into the life of the Buddha, key Buddhist beliefs and the development of Buddhism. Throughout the second term dedicated to Buddhism students consider life as a Buddhist including the mechanisms of the Buddhist community, prayer, meditation and festivals. As students enter the final year of Key Stage 3 we introduce ethical issues such as relationships, sexuality, abortion, crime and punishment, war, medical ethics and life after death. These topics are studied at this point as we believe it is a suitable time to introduce the more mature issues as well as being an introduction to the ethical aspects of the GCSE course.

How do we develop our subject knowledge effectively? What impact does this have on curriculum planning?

EPS contains a range of non specialist teachers who help to develop the pre-existing resources in the department. Curriculum has been developed by the 1 specialist in the department and regular moderation takes place to identify misconceptions, help with assessment and plan to encounter misconceptions.

Statement of assessment intent:

KS3 assessments reflect the GCSE exam paper. Students will be required to cover all 4 exam questions but on one unit, so the equivalent to a ¼ of an exam paper at GCSE. Students will receive a 3-, 4-, 5- and 12-mark question and will be given a lesson to complete this in. Students are to be formally assessed at the end of each unit – for example in Y8, students will be assessed at the end of the Buddhist Beliefs unit.

Curriculum sequencing:

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Judaism	Judaism	Christianity	Christianity	Legacy of Jesus	Legacy of Jesus
Year 8	Christianity	Christianity	Buddhism	Buddhism	Buddhism	Buddhism
Year 9	Relationships	Crime and Punishment	War	Genocide	Medical Ethics	Life After Death