

## KS4 RPE Curriculum

In RPE, we aim offer students a chance to study the AQA GCSE Specification A. During these two years, students will examine eight different units, half of which are focused on the beliefs and practices of two religions – Christianity and Islam, whereas the other four units are focused on modern issues and ethical questions with a religious lens. The units students will study is as follows:

- Year 10 – Relationships and the Family, Christian Beliefs, Crime and Punishment, Christian Practices
- Year 11 – Muslim Beliefs, Religion and Life, Muslim Practices, Peace and Conflict

Students will be well prepared to tackle these topics based on their learning from KS3. Students will receive a wide range of support to help them tackle the exam in an effective way during lessons, such as working on efficient essay writing, using PEE in their paragraphs, and embedding and layering quotations in their work to support their answers.

During KS4, students will be assessed in several different ways:

- Year 10 – End of unit assessments with revision lessons at the end of each unit. A mock exam in December, and low stakes testing throughout each lesson.
- Year 11 – Spiral learning assessments – Students will regularly do assessments on Year 10 content to ensure it is revisited and is embedded in their long-term memories. Students will sit a mock exam in October and will do regular end of unit assessments as in Year 10.

Students will be exposed to a wide range of ethical and philosophical issues throughout KS4, encouraging them to consider different cultural and philosophical points of view, whilst also strengthening their own opinions.

Thinking outside the box is the core of the RPE curriculum, and we encourage students to approach each topic with an open mind throughout KS4. Learning about different worldviews and utilising them to form their own coherent opinion is the end goal of KS4 RPE. We encourage students to share their opinions respectfully whilst being tolerant of others, and for them to apply lessons learnt into their own personal lives, which is the heart of cultural capital at Alec Hunter Academy.

Embedded into the study of religions and the development of our students as independent informed thinkers, is the modelling of how to structure a verbal argument, with listening skills being essential in order to consider other points of view.

	Year 10 Course Outline	Year 11 Course Outline	Opportunities beyond the classroom
<b>Autumn Term</b>	<p><i>Knowledge:</i></p> <p><i>Christian beliefs:</i> Students will examine beliefs about the nature of God and explore the problem of evil. They will look at different Christian beliefs about creation and the afterlife and consider how these impact a person's life. They will study beliefs and teachings about Jesus, his life and the concepts of salvation and atonement.</p> <p><i>Christian Practices:</i> Students will examine different forms of worship and their significance. They will consider prayer and its significance, the sacraments of baptism and Holy Communion, Christian pilgrimage (Lourdes and Iona) and the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. Students will also study the role of the church in the local and worldwide community including the work of food banks and street pastors, evangelism, initiatives for reconciliation and responses to persecution.</p> <p><i>Key beliefs</i></p> <ul style="list-style-type: none"> <li>• <i>The nature of God:</i> o God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>o the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>• <i>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3)</i></li> </ul>	<p><i>Knowledge:</i></p> <p><i>Muslim Beliefs:</i> Students will examine beliefs about the oneness of God and revelation from an Islamic perspective. They will look at different Muslim beliefs regarding things such as the afterlife, angels, and prophethood. They will look at the life of Muhammad as a baseline example of a perfect Muslim life and the concept of the afterlife.</p> <p><i>Muslim Practices:</i> Students will examine the different forms of worship that Muslims take part in, and the five pillars of Islam: Shahadah, Salah, Zakat, Sawm and Hajj. They will use the lives of the prophets to explain the importance of why these pillars must be carried out. Students will also study the role of festivals in Islam including Eid-ul-fitr and Ashura.</p> <p><i>Key beliefs</i></p> <ul style="list-style-type: none"> <li>• <i>The oneness of God and supremacy of God's will</i></li> <li>• <i>Key beliefs of Sunni Islam and Shi'a Islam</i></li> <li>• <i>The nature of God</i></li> <li>• <i>Angels</i></li> <li>• <i>Predestination</i></li> </ul>	<p>Visits to places of Worship/ Sacre Sites. Opportunities to speak to people of faith.</p>

<p>and Genesis 1:1-3).</p> <ul style="list-style-type: none"> <li>• Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> </ul> <p>Jesus Christ and salvation</p> <ul style="list-style-type: none"> <li>• Beliefs and teachings about: <ul style="list-style-type: none"> <li>o the incarnation and Jesus as the Son of God</li> <li>o the crucifixion, resurrection and ascension</li> <li>o sin, including original sin</li> <li>o the means of salvation, including law, grace and Spirit</li> <li>o the role of Christ in salvation including the idea of atonement.</li> </ul> </li> </ul> <p>Christian Practices</p> <p>Worship and festivals</p> <ul style="list-style-type: none"> <li>• Different forms of worship and their significance: <ul style="list-style-type: none"> <li>o liturgical, non-liturgical and informal, including the use of the Bible</li> <li>o private worship.</li> <li>o beyond, as a personal loving God</li> </ul> </li> <li>• Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li> <li>• The role and meaning of the sacraments: <ul style="list-style-type: none"> <li>o the meaning of sacrament</li> <li>o the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism</li> <li>o the sacrament of Holy Communion/Eucharist and its significance for Christians, including</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Life after Death</li> <li>• Prophethood</li> <li>• Muhammad and the Imamate</li> <li>• Holy book in Islam</li> </ul> <p>Muslim Practices</p> <ul style="list-style-type: none"> <li>• The Ten Obligatory Acts</li> <li>• Shahadah</li> <li>• Salah</li> <li>• Sawm</li> <li>• Zakat</li> <li>• Hajj</li> <li>• Greater Jihad</li> <li>• Lesser Jihad</li> <li>• Eid-ul-fitr</li> <li>• Eid-ul-adha</li> <li>• Ashura</li> </ul> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Investigate</li> <li>• Evaluate</li> <li>• Reflect</li> <li>• Application to one's own and others' lives</li> <li>• Analyse</li> <li>• Show insight</li> </ul>	
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	<p><i>different ways in which it is celebrated and different interpretations of its meaning.</i></p> <p><i>o the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</i></p> <p><i>The role of the church in the local and worldwide community</i></p> <ul style="list-style-type: none"> <li>• <i>The role of the Church in the local community, including food banks and street pastors.</i></li> <li>• <i>The place of mission, evangelism and Church growth.</i></li> <li>• <i>The importance of the worldwide Church including:</i></li> </ul> <p><i>o working for reconciliation</i></p> <p><i>o how Christian churches respond to persecution</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> <li>• explain</li> <li>• compare and contrast</li> <li>• express</li> <li>• investigate</li> <li>• make links</li> <li>• reflect</li> <li>• application to one's own and others' lives</li> </ul>		
<b>Spring Term</b>	<p><i>Knowledge:</i></p> <p><i>Theme: Relationships and families</i></p> <p>Students will examine issues around sex, marriage and divorce. These will include heterosexual and homosexual relationships, sexual relationships before and outside of marriage, contraception and family planning. They will also consider the nature and purpose of marriage, same-sex marriage and cohabitation and issues around divorce.</p>	<p><i>Knowledge:</i></p> <p><i>Theme: Religion and Life</i></p> <p><i>In this topic students will explore religious and non-religious views on the origins of the universe, the value of the world and the duty of human beings to protect it. They will explore the use and abuse of the environment and animals including animal experimentation. They will</i></p>	<p>Visits to places of Worship/ Sacre Sites.</p> <p>Opportunities to speak to people of faith.</p>

	<p>Students will study the nature and purpose of families, the roles of men and women, gender equality and discrimination.</p> <p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> <li>• Human sexuality including: heterosexual and homosexual relationships.</li> <li>• Sexual relationships before and outside of marriage.</li> <li>• Contraception and family planning.</li> <li>• The nature and purpose of marriage.</li> <li>• Same-sex marriage and cohabitation.</li> <li>• Divorce, including reasons for divorce, and remarrying.</li> </ul> <p>Families and gender equality</p> <ul style="list-style-type: none"> <li>• The nature of families, including: <ul style="list-style-type: none"> <li>o the role of parents and children</li> <li>o extended families and the nuclear family.</li> </ul> </li> <li>• The purpose of families, including: <ul style="list-style-type: none"> <li>o procreation</li> <li>o stability and the protection of children</li> <li>o educating children in a faith.</li> </ul> </li> <li>• Contemporary family issues including: <ul style="list-style-type: none"> <li>o same-sex parents</li> <li>o polygamy.</li> </ul> </li> <li>• The roles of men and women.</li> <li>• Gender equality.</li> <li>• Gender prejudice and discrimination, including examples.</li> </ul> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> <li>• explain</li> <li>• compare and contrast</li> <li>• express</li> <li>• investigate</li> </ul>	<p><i>consider ideas around the origins of human life and the concepts of sanctity of life and the quality of life. These will lead into consideration of legal and ethical attitudes to abortion and euthanasia. Finally, students will reflect on beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</i></p> <p><i>The origins and value of the universe</i></p> <ul style="list-style-type: none"> <li>• <i>The origins of the universe, including: <ul style="list-style-type: none"> <li>o religious teachings about the origins of the universe, and different interpretations of these</li> <li>o the relationship between scientific views, such as the Big Bang theory, and religious views.</li> </ul> </i> </li> <li>• <i>The use and abuse of the environment, including the use of natural resources, pollution.</i></li> </ul> <p><i>Theme: Religion Peace and Conflict</i></p> <p><i>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the topics below, and their impact and influence in the modern world. They are made aware of contrasting perspectives in contemporary British society on all of these topics.</i></p> <p><i>religious traditions:</i></p> <ul style="list-style-type: none"> <li>• <i>Violence.</i></li> <li>• <i>Weapons of mass destruction.</i></li> <li>• <i>Pacifism.</i></li> </ul> <p><i>Religion, violence, terrorism and war</i></p> <ul style="list-style-type: none"> <li>• <i>The meaning and significance of:</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• make links</li> <li>• reflect</li> <li>• application to one's own and others' lives</li> </ul>	<p><i>o peace</i></p> <p><i>o justice</i></p> <p><i>o forgiveness</i></p> <p><i>o reconciliation.</i></p> <ul style="list-style-type: none"> <li>• <i>Violence, including violent protest.</i></li> <li>• <i>Terrorism.</i></li> <li>• <i>Reasons for war, including greed, self-defence and retaliation.</i></li> <li>• <i>The just war theory, including the criteria for a just war.</i></li> <li>• <i>Holy war.</i></li> <li>• <i>Pacifism.</i></li> <li>• <i>Nuclear weapons, including nuclear deterrence.</i></li> <li>• <i>The use of weapons of mass destruction.</i></li> <li>• <i>Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</i></li> <li>• <i>Religious responses to the victims of war</i></li> </ul> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> <li>• <i>explain</i></li> <li>• <i>compare and contrast</i></li> <li>• <i>express</i></li> <li>• <i>investigate</i></li> <li>• <i>make links</i></li> <li>• <i>reflect</i></li> <li>• <i>evaluate</i></li> <li>• <i>application to one's own and other's lives</i></li> </ul>	
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<b>Summer Term</b>	<p><i>Knowledge:</i>  <i>Theme: Crime and Punishment</i>  Students will examine issues around punishing and rehabilitating criminals. This will involve looking at several ethical problems including the use of prisons as punishment, capital punishment, corporal punishment and the aims of punishment itself.</p> <ul style="list-style-type: none"> <li>• Reasons for crime</li> <li>• Christian attitudes to lawbreakers and different types of crime</li> <li>• Three aims of punishment</li> <li>• Christian attitudes to suffering and causing suffering to others</li> <li>• Christian attitudes to the treatment of criminals</li> <li>• Corporal punishment</li> <li>• Community service</li> <li>• Forgiveness</li> <li>• Death penalty</li> </ul> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> <li>• explain</li> <li>• compare and contrast</li> <li>• express</li> <li>• investigate</li> <li>• make links</li> <li>• reflect</li> <li>• application to one's own and others' lives</li> </ul>		<p>Visits to places of Worship/ Sacre Sites.  Opportunities to speak to people of faith.</p>
<b>Key Independent Learning Resources</b>			

[www.reonline.org.uk](http://www.reonline.org.uk)

<https://classroom.thenational.academy/>

Christianity:

[www.request.org.uk](http://www.request.org.uk)

[www.biblegateway.com](http://www.biblegateway.com)

Islam:

[www.islam.org](http://www.islam.org)

[www.quranbrowser.org](http://www.quranbrowser.org)

[www.islamicart.com](http://www.islamicart.com)