Nova Hreod Academy The best in everyone[™] Part of United Learning

The Religious Studies Curriculum

Assessment

Post-

All units assessed

Peace and Conflict (Islam)

Students will look at the approach Islamic teachings have on issues of war and peace; Students will carefully consider religious teachings and interpretations of Quranic verses and teachings from the Hadith on such issues as conflict, terrorism and (e.g spiritualism and near-death pacifism.

Assessment

Matters of Life and Death (Christianity)

Students will look at the approach Christian teachings have on ethical issues such as abortion and euthanasia. As well as how Christianity approaches the concept nonreligious views of life after death experiences). Students will also consider ethical viewpoints here such as Situation Ethics, Natural Law and

Crime and Punishment (Islam)

Students will look at the approach Islamic teachings have to crime and punishment. How this may differ between Muslim countries and western adopted traditions. Students will look carefully at the teachings on crime in holy text and what this means for Muslims in terms of forgiveness and working to reintegrate ex criminals into society

Marriage and Family (Christianity)

Students will look at the role of marria and family in the Christian and secular communities. This will look at the importance of marriage with links made to modern day cohabitation, sex before marriage and same-sex relationships. Students will also be able to look at the parish as a family and the role it has in the local community as well as considering the role of women in the church and how that has changed in different denominations

Assessment

Students will consider the way of life for both Muslims and Christians; this

Year

Year 10

Christian beliefs

Utilitarianism

Muslim beliefs

Assessment

Living the Christian life

Living the Muslim life

sudents look at the core beliefs of Christianity and Islam which will help develop their subject knowledge when covering later 'broader' topics. Student will look at the importance of the story of creation and whether it should be a literal or non-literal translation as well as looking at the last days of Jesus' life, Christian eschatology and the problem of evil and suffering. In Islam they will look at the early history of Islam and how the split between Shi'a and Sunni happened as well as the core principle beliefs in both fractions such as the belief in life after death, angels and Prophets

Best in Everyone Assessment

Written assessment task

Do we need to prove the existence of God?

This unit will consider the NEED to prove God's existence; why have philosophers dedicated their lives to try to prove the existence of a higher being, how can science support or go against the existence of God, how can religious experiences and evil and suffering sway our thoughts and judgements?

Written assessment task

Is religion a power for peace or a cause of conflict?

A comparison unit where we have the opportunity to consider this question; looking at Christian, Muslim and Atheist points of view, as well as real life and recent events where religion is seen as 'the face' of conflict.

includes worship and celebrations as well as pilgrimage and prayer. Students will be given the opportunity to compare similarities and differences between core practices in Islam and Christianity. Student will also look at how the wider community of Christianity and Islam works including charity and evangelising the local community/missionary work.

> Best in Everyone Assessment

A short refresher on the core

6 Beliefs and the Revelations

principle beliefs of Islam, including

Written

Year 9

Best in Everyone Assessment

What is it like to **Buddhist?**

Looking into the core principle beliefs of Buddhism, including who was Siddhartha Guatama, Karma, Ahimsa and the 8 Fold

Written assessment task

Does religion always help people to be good?

While reflecting on some of the key messages from the core religions already studied, we will also look at this argument from a Humanist perspective and consider times when religion hasn't necessarily led to good actions

assessment Task

What's the real meaning of Easter?

The study of the story of Easter, including Biblical text which support the Easter story, prophecies of the Old Testament and consideration as to why this could be the most important festival in the Christian calendar

Best in Everyone Assessment

Written assessment task

Year 8

What is it like to Sikh?

Looking into the core principle beliefs of Sikhism, including who is Waheguru? The story of Guru Nanak and the 5 KS

Written assessment task

What is it like to Muslim?

Looking into the core principle beliefs of Islam, including who was Muhammad (PBUH), the 6 Beliefs and the 5 Pillars

Written assessment task



Looking into the core principle beliefs of Christianity, including who is God, the Trinity and Salvation



Best in Everyone

Assessment

The SUBJECT Curriculum at Nova is Ambitious, Sequenced Carefully, Principled, Inclusive, Research-informed and Enriching.



Assessment

task

Subject

content

At Nova Hreod, the Religious Studies department aims to encourage pupils to relish the complexity of personal faith as well as Religious and non-religious concepts as a whole, this is challenged through big questions which allow students to ask ethical and philosophical questions which they may never face in other subjects, facilitating them in developing their own personal opinions and challenge others on theirs: from why is their suffering to is there a need to prove God's existence?



The Religious Studies curriculum at Nova Hreod has been carefully and specifically designed in a very specific sequence which builds on students' knowledge as well as their skills required to be good theologians. In Year 7 we start with knowing the fundamental beliefs and practices which practice on skills such as describe and outline which then builds to explain and evaluate in year 8 and 9 by looking at big concept questions.



The topics and questions which we grapple with in the Religious Studies department are designed to not try to convert or encourage a particular belief, but to question and critically consider religious teachings as well as practices around the world. Our curriculum is designed to encourage critical thinking, allowing pupils to question and develop their own personal opinions. This will allow students to be able to develop their own personal opinions based on knowledge obtained from the curriculum. And in doing so will leave Nova with a more rounded understanding of the world around us



Successful theologians can critically question and understand others' arguments and construct well-reasoned arguments in response. In order to ensure that all of the pupils at Nova Hreod can develop these skills, we regularly read a wide range texts as a whole class, and check pupils' understanding before we move on. We also explicitly teach vocabulary which pupils encounter and which they are expected to use in their writing. Before writing, we carefully model pieces of work in order to give pupils structure and criteria to support them.



Current educational research is at the heart of what we do as a Religious Studies department; research into cognitive load and vocabulary acquisition has informed our approach to reading, Doug Lemov's Teach Like a Champion informs our classroom management, and the principles behind data driven instruction define our approach to standardising, moderating, and giving feedback on Common Interim Assessments and other assessment tasks.



At Nova Hreod, the Religious Studies department endeavours to demonstrate that studying the subject in the classroom is only the beginning of a pupils' journey within Religious Studies. For each topic, we offer a reading list of both fiction and non-fiction texts. We are also in the process of developing a selection of trips which align topics in each year group, such as trips to Worcestershire Cathedral and Gloucestershire Mosque in Year 10.