

# CoDA Curriculum

## Religious Studies



CITY OF DERBY  
ACADEMY

*Improving the life chances of all students*

**Why study Religious Studies?**

Our Religious Studies curriculum intends to address the needs of an ever-changing society. It will allow students to analyse a range of religious perspectives and consider how their beliefs might impact on our local and global community. Our aim is to ensure that a breadth of both religious and non-religious beliefs is studied, past and present. Our curriculum will be taught in line with the local SACRE, but it also identifies the specific and unique needs of our pupils at the City of Derby Academy and the city of Derby. These needs will be addressed by providing a bespoke curriculum, that addresses the unique character of our local community

**Religious Studies Curriculum INTENT Y7-9**

- The delivery of the Religious Studies curriculum is broad and balanced.
- Christianity should be studied throughout each Key Stage, as British history, tradition, and values remain rooted in Christianity.
- The other principal religions represented in the UK are represented to include Buddhism, Hinduism, Judaism, Islam, and Sikhism. These will be studied across the Key Stages and their inclusion within the curriculum reflects the diversity of students’ backgrounds. There will always be more emphasis on Christianity and Islam in readiness for their next stage of study.
- There is a free and open dialogue in lessons; many of our students have religious backgrounds, but with little attachment to religious beliefs and practices. It is important that all students’ voices are heard and considered. Therefore, secular philosophies such as Humanism will be explored sensitively.
- The important contribution Religious Studies can make to community cohesion and the challenging religious prejudice and discrimination is recognised.
- Any extreme views will also be reported if necessary. Radicalisation and extremist beliefs will be challenged as part of the curriculum.

**Religious Studies Curriculum INTENT Y10-11 (AQA)**

- In short, the KS4 curriculum should prepare students to enter a rich culturally, morally and religiously diverse world.
- Investigate how religion intersects with contemporary global issues, such as environmental ethics, human rights, social justice, and the impact of religious extremism.
- Equip students with a comprehensive understanding of the key beliefs, practices, and teachings of major world religions, including but not limited to Christianity, Islam, Judaism, Buddhism, and Hinduism.
- There is a free and open dialogue in lessons; many of our students have religious backgrounds, but with little attachment to religious beliefs and practices. It is important that all students’ voices are heard and considered. Therefore, secular philosophies such as Humanism will be explored sensitively.
- The important contribution Religious Studies can make to community cohesion and the challenging religious prejudice and discrimination is recognised.
- Challenge students to reflect on complex ethical and moral dilemmas, enabling them to develop their own well-reasoned viewpoints.
- Promote an inclusive and respectful learning environment where students appreciate the diversity of religious beliefs and practices and understand the importance of tolerance and coexistence.

# Religious Studies YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Introduction to World Religions</b> <i>What does it mean to be religious today?</i> <b>Founders of Faith</b> <b>Signs and Symbols</b> <b>Places of Worship</b> <b>Festivals and celebrations</b> <b>Religious Scripture</b>	<b>What is it a Christian?</b> <i>History of Christianity</i> <i>Practices</i> <i>Beliefs</i> <i>Major festivals</i> <i>Religious authorities</i>	<b>What is it a Christian?</b> <i>History of Christianity</i> <i>Practices</i> <i>Beliefs</i> <i>Major festivals</i> <i>Religious authorities</i>	<b>What is it like to be a Muslim in modern Britain?</b> <i>What does it mean to be religious today?</i> <i>History of Islam</i> <i>Practices</i> <i>Beliefs</i> <i>Festivals</i> <i>5 pillars (inc Hajj)</i> <i>Religious Authority</i> <i>Wearing a Hijab</i>	<b>How can religions live alongside each other harmoniously?</b> <i>Focus on religious people who have changed the world</i> <i>Mother Teresa</i> <i>Ghandi</i> <i>MLK</i> <i>Discrimination types</i> <i>Religious responses to discrimination</i>	<b>How can religions live alongside each other harmoniously?</b> <i>Focus on religious people who have changed the world</i> <i>Mother Teresa</i> <i>Ghandi</i> <i>MLK</i> <i>Discrimination types</i> <i>Religious responses to discrimination</i> <b>Normanton:</b> <i>What does religion look like in our local area?</i>

# Religious Studies YEAR 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Creation:</b> Where did the Universe come from? How do the stories compare? Can this all be an accident? Might there be a designer?	<b>Suffering:</b> Why do we suffer? Who causes it? Does it prove there is no God? If an omnibenevolent God exists, why allow us to suffer? Might we be rewarded for this test?	<b>How do religions celebrate identity and belonging?</b> Celebration of birth, should people choose to follow a religion? What does it mean to be a Khalsa Sikh? Marriage commitments, is marriage still relevant in society today?	<b>How do religions celebrate identity and belonging?</b> Celebration of birth, should people choose to follow a religion? What does it mean to be a Khalsa Sikh? Marriage commitments, is marriage still relevant in society today?	<b>Is death the end?</b> Where do we go when we die? Do Heaven and Hell exist?	<b>Is death the end?</b> Where do we go when we die? Do Heaven and Hell exist?

# Religious Studies YEAR 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>God’s existence do we need to prove it?</b> How do we know God exists? Types of beliefs? Why might someone choose not to believe in a God?	<b>Is religion a power for peace or a cause of conflict?</b> Different types of war Christian approaches (Just war theory) Muslim approaches Nuclear war What is terrorism?	<b>Is religion a power for peace or a cause of conflict?</b> Different types of war Christian approaches (Just war theory) Muslim approaches Nuclear war What is terrorism?	<b>Do we have the right to take life?</b> <b>Abortion:</b> Is it ever ok? What do religions teach us?	<b>Do we have the right to take life?</b> <b>Euthanasia:</b> Is it ever ok? What do religions teach us?	<b>Do we have the right to take life?</b> <b>Capital Punishment:</b> Is it ever ok? What do religions teach us?

# Religious Studies YEAR 10 GCSE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Beliefs	Christian Practices	Islamic Beliefs	Islamic Practices	Religion and Relationships	Religion and Life

# Religious Studies YEAR 11 GCSE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion Crime and Punishment	Religion, Peace and Conflict	Revision	Revision		

# Religious Studies YEAR 10 Statutory

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion and Social Justice	Religion and Social Justice	What is good and challenging about being a religious teenager?	What is good and challenging about being a religious teenager?	Are too damaging towards the environment?	Are too damaging towards the environment?

# Religious Studies YEAR 11 Statutory

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How can religions learn to live better in harmony?	How can religions learn to live better in harmony?	Religion and the Media	Religion and the Media		