**Archway Learning Trust Statement of Intent**

 **At Archway Learning Trust, we desire that all learners come to understand and value the centrality of faith in our world. We aim to teach a Religious Studies curriculum that has powerful knowledge at its core, is academically challenging, culturally rich and relevant to all. We want learners to view Religious Studies as an academic subject with rigorous demands that align with the demands of other Humanities subjects.
It is our hope that through the study of RS, all learners develop a sense of identity and can evaluate their personal beliefs whilst reflecting on the beliefs of others. They will develop an understanding of core concepts that fall under the three pillars of thought which have shaped the society that we live in today, namely: theology, philosophy and ethics. These core concepts will allow learners to cyclically explore what people believe in, how these beliefs are expressed and how, in turn, this impacts the way in which people live. Thus, our course enables learners to become religiously literate whilst also building curiosity about the world that we live in.
Each unit of work is underpinned by foundations of beliefs that are outlined in religious and secular sources of authority. We think it is important to use these texts as a foundation upon which to build, so that learners can start to unpick the role of interpretation in discerning religious beliefs. It is also important that we teach students to be critical interpreters who can form their own views whilst appraising the scriptures presented. We want learners to gain a deeper understanding of how texts can be manipulated over time, but we also want them to recognise how these texts can still be relevant in society today. Through gaining this knowledge, we can promote tolerance and respect for ‘the other’ whilst also allowing students to understand how their own beliefs may shape their worldviews, morality and identity. Our RS curriculum prepares all for life in modern Britain, celebrating diversity and promoting inclusion whilst warning of the dangers of extremism and intolerance.
As well as this, our intent for all learners is that they can develop their skills of evaluation through encouraging them to formulate arguments in an academic and empathetic way. These discussions are key for our multi-cultural, ethnically diverse, pluralist society to function in a way that leads to harmony, peace and mutual respect for all.**

**LBA Religious Studies Intent statement**

To enable all pupils to participate in an ongoing search for wisdom, in the light of questions raised by human experience and answers offered by the diverse religions and beliefs of the people of Derby city and the wider community, so as to promote their personal development. Our aim is that pupils will be supported to become tolerant, empathetic and respectful citizens, with an understanding and awareness of the richness and diversity of world cultures. Teaching staff will take a deliberate anti-racist, anti-sexist, anti-homophobic and anti-transphobic stance, and challenge any stereotypes in lessons.

**KS4 RS end points**

**Disciplinary Concepts**

Domains of knowledge

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| --- | --- |
| Theology and Believing  | Beliefs; practices; sources of wisdom and authority; tradition; reason; experience; reliability of sources; development of beliefs over time; how believers see the world; interpretations  |
| Philosophy and Expressing  | Questioning big ideas such as: reality; good and evil; how we engage with the world around us; morality; judgements; thinking deeply; worldviews  |
| Ethics, Human Social Sciences and Living  | Impact of beliefs on individuals and communities; ethical theories; diverse reality of religion and worldviews; moral principles; moral action; contributions of religious people on society  |

Key Concepts

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| --- | --- |
| Core Beliefs  | Nature of Deity, creeds, teachings, holy books, authority, tradition, eschatology, pillars of faith  |
| Influence of Religion  | Ritual, practices, behaviours, worldviews, impact on individual, communities and society, sacraments, worship, charity, fasting, pilgrimage, places of worship, moral action  |
| Appraisal of Texts  | Interpretation, authorship, context, authority, wisdom, commands, law, tradition, history  |
| Constructing Arguments  | Chains of reasoning, debate, justified conclusions, morality, ethics, tolerance, disagreeing well, evaluation, evidence, critique, opinion  |
| Influence of Key Figures  | Examples, impact of individuals, context, wisdom, founders, scholarship, reasoning, authority  |
| Moral Dilemmas  | Law, morality, relative theories, absolute theories, sources of authority, personal and communal ethics, subjective and objective truths  |

**Key Stage End Points**

**Key Stage 3**

1. Analyse and explain the core beliefs that form the foundation of religions and worldviews

**Learners will be able to:**

* **Understand key terms that are utilised when describing the nature of God**
* **Describe key beliefs associated with different religions and worldviews**
* **Understand how beliefs were formed, developed and shaped through history**
* **Explain the significance of these beliefs on a personal and communal level**
* **Explain your own beliefs and consider how these beliefs may shape how you live**
* **Evaluate beliefs by determining whether they are appropriate in the modern world**

1. **Understand the influence of religion and worldviews on individuals and communities**

**Learners will be able to:**

* **Describe key practices and celebrations**
* **Describe how and why practices and celebrations became traditions**
* **Explain why religious practices and celebrations are important for believers**
* **Understand how religions and worldviews shape the way that people behave**
* **Understand how religions and worldviews have shaped the society we live in today**

**Appraise key sources of wisdom and authority, including scripture and/or sacred texts, to show how interpretation of text influences people**

**Learners will be able to:**

* **Use quotes from religious texts to support beliefs, practices and arguments**
* **Explain how differing interpretations, author bias, context, subjectivity and audience can influence a person’s understanding of a text**
* **Discuss the relevance of texts for believers in a modern context**
* **Show an understanding of how texts can be misinterpreted and cause harm to societies**
* **Construct well-informed and balanced arguments on matters concerned with religious beliefs/ worldviews, practices and values**
* **Learners will be able to:**
* **Construct chains of reasoning to argue for and against in a debate**
* **Explain different scholarly opinion when tackling big questions**
* **Evaluate arguments considering areas of strength and weakness**
* **Develop your own opinion on matters, justifying this opinion in both written tasks and verbal debates**

1. **Understand the influence that key figures and scholars have on people of faith, faith communities and society as a whole**

**Learners will be able to:**

* **Explain the impact that key religious founders and figures have had on faith communities**
* **Understand how key figures are seen as examples of how to live by many believers**
* **Debate whether religious figures should be followed by believers in the 21st century**
* **Demonstrate knowledge of how religious and secular sources of authority are used as a moral guide, comparing this to other ethical theories that may be applied in moral dilemmas**
* **Learners will be able to:**
* **Understand how people have different views on what is ethical and unethical**
* **Explain an ethical theory, understanding that there are strengths and weaknesses**
* **Explain how communities use their sources of authority as a moral guide**
* **Give examples of laws and morality shown in sources of authority**
* **Analyse sources of morality, giving an opinion on whether the morality presented is reasonable or not**

**Key Stage 4**

1. Analyse and explain the core beliefs that form the foundation of religions and worldviews

**Learners will be able to:**

* **Explain how different religions and worldviews perceive the nature of God**
* **Explain key beliefs associated with religions and worldviews**
* **Examine the context in which beliefs were formed, developed and shaped through history**
* **Critically analyse the significance of these beliefs on a personal and communal level**
* **Evaluate and appraise beliefs by reflecting on their significance and determining whether they are appropriate in the modern world**

1. Understand the influence of religion and worldviews on individuals and communities

**Learners will be able to:**

* Explain key practices and celebrations
* Develop an understanding of the origins of religious practices and celebrations
* Evaluate the significance of religious practices and celebrations
* Eloquently express how religions and worldviews shape the way that people behave
* Develop an understanding of how religions and worldviews have shaped laws throughout history and up to modern day

1. Appraise key sources of wisdom and authority, including scripture and/or sacred texts, to show how interpretation of text influences people

**Learners will be able to:**

* Apply quotes from religious texts to support, underpin or criticise beliefs, practices and arguments
* Appraise evidence used by people of faith, commenting on differing interpretations, author bias, context, subjectivity and audience
* Critically assess whether texts are still relevant for believers in a modern context
* Show an understanding of how texts can be manipulated to suit a certain agenda

1. Construct well-informed and balanced arguments on matters concerned with religious beliefs/ worldviews, practices and values

**Learners will be able to:**

* Explain differing opinions to several topics of debate
* Apply key scholarship to debates
* Evaluate arguments giving both strengths and weaknesses, whilst ranking views to formulate justification
* Construct your own opinion and reasoned judgements, justifying this opinion in both written tasks and verbal debates

1. Understand the influence that key figures and scholars have on people of faith, faith communities and society as a whole

**Learners will be able to:**

* Confidently discuss the impact that key religious founders and figures have had on faith communities
* Explain how key figures are seen as examples of how to live by many believers
* Critically analyse whether religious figures should be followed by believers in the 21st century

1. Demonstrate knowledge of how religious and secular sources of authority are used as a moral guide, comparing this to other ethical theories that may be applied in moral dilemmas

**Learners will be able to:**

* Explain two or more ethical theories
* Evaluate ethical theories, developing both strengths and weaknesses
* Explain how and why communities use their sources of authority as a moral guide
* Give examples of laws and morality shown in sources of authority
* Critically analyse sources of morality and theories of application, to give an opinion on whether these approaches are reasonable or not