

KS4 Curriculum Overview: Religion and Worldviews 2026/7

Rationale: In Year 10 and 11 we aim to expand on the knowledge gained in KS3 and develop this through considering a range of world themes from both religious and non-religious perspectives. Students will cover a range of topics relating to the modern world and consider how different world views are shaped on these topics, as well as think about their own views and how these may have been shaped.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Year 10 Autumn – Spring Term.	<p><u>Is religion still relevant?</u></p> <p>In this unit, students will inquire about the relevance of religion in the 21st century.</p> <p>Pupils will analyse the context of contemporary faith practice and examine the historical significance of religion to determine whether we can recognise religious influence or impact today.</p>	Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.	Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.	Full schemes of learning with associated resources on Staff Resources.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Review the significance of religion in the context of the 21st century. Identify the complexities of debating the moral, social and political impact of religion throughout history and contemporary society. 	<p>Guided reading tasks:</p> <p>Biblical texts including, quotes, parables, source analysis.</p> <p>Reading of current news events.</p> <p>Key terms:</p> <p>Relevant</p> <p>Tradition</p> <p>Modern</p> <p>Interpretation</p>
Year 10 Summer Term.	<p><u>Independent investigation:</u></p> <p>Students will determine an independent area of investigation based on guided criteria relating to any aspect of Religion and Worldviews study.</p> <p>The aim of the independent investigation is for students to be able to enquire about a Philosophical, Moral or Religious question and provide a thorough reflection on evidence. Students will</p>	Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.	Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.	Full schemes of learning with associated resources on Staff Resources.	<p>Students will be able:</p> <ul style="list-style-type: none"> To develop an enquiry into a Philosophical, Moral or Religious question and present personal findings to a class. 	<p>Guided reading tasks:</p> <p>Reading of current news events.</p> <p>Biblical and Qur'an texts including, quotes, teachings, source analysis.</p>

	then present their findings to the class.					
Year 11 Autumn term	<p><u>Is religion a source of conflict?</u></p> <p>This unit expects students to be able to critically analyse whether religious belief is the source of conflict. This will consider both historical and modern-day case studies for students to articulate their own reasoning.</p> <p>Students will engage in debate workshops to evaluate their perspectives on ethical case studies. The aim is for students to be able to develop knowledge of</p>	Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.	Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.	Full schemes of learning with associated resources on Staff Resources.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the role of religion in historical conflict • Evaluate the extent to which religion is culpable in political conflict <p>Exemplify their responses through reference to the partition of India.</p>	<p>Reading:</p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p> <p>Key Vocabulary:</p> <p>Partition Muslim Hindu India Colonialism</p>
Year 11 Spring term	<p><u>Is religion a source of conflict? Continued.</u></p> <p>This unit expects students to be able to critically analyse whether religious belief is the source of conflict. This will consider both historical and modern-day case studies for students to articulate their own reasoning.</p> <p>In this aspect of study, students will examine representations of religion within literature. Lessons will focus on passages from The Crucible, Arthur Miller. The Crucible's dramatization of the Salem witch trials demonstrates how hysteria can be used to destroy societal outcasts – the</p>	Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.	Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.	Full schemes of learning with associated resources on Staff Resources.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how religion and worldview can lead to the scapegoating of vulnerable groups. • Examine how literature represents a 	<p>Reading:</p> <p>Key extracts from The Crucible, Arthur Miller.</p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p>

	interpretations will be used to form the basis of moral debates.					
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